DISCIPLINE AND RESPONSIBILITY OF CERTIFIED TEACHERS IN ELEMENTARY SCHOOL’S SOCIAL SCIENCE

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Abstract

This study aims to: Determine the implementation of the Integrated Social Studies learning model in SD Negeri 0708 Aliaga II, identify the inhibiting factors, and find out the efforts made by social studies teachers in increasing professionalism. This research is an evaluation study using a qualitative descriptive research method. This form of research tends to use a single case study. The research subjects were Social Studies teachers at SD Negeri 0708 Aliaga II. Techniques and data collection tools used, namely: interviews, observations, and recording archives and documents. The results showed that: In the implementation of Integrated Social Studies learning at SD Negeri 0708 Aliaga II there were still many differences. There are those who carry out Integrated Social Studies learning in full, semi-integrated, and unintegrated. The obstacles faced, among others: lack of understanding or mastery of the material outside the field, lack of knowledge and understanding of Integrated Social Studies learning models, difficulties in applying the concept of Integrated Social Studies learning, and skepticism from social studies teachers themselves. The efforts made by social studies teachers in improving their professional competence, among others: Asking other social studies teachers, reading reference books on social studies, attending training, socialization, seminars, and various (sharing) experiences.

Keywords: learning model; integrated social studies; evaluation study; social studies teacher; elementary school

INTRODUCTION

According to Sari & Syamsi (2015), education is one of the basic human needs and to develop the potential that exists in nature to face every change that occurs in life. The government seeks to realize Education by improving the order of the Education system by implementing the 2013 curriculum in the thematic-integrative learning model (Kemendikbud, 2013).

Social Science is a subject that has an important role in education. Because Social Science lessons that study various fields from history, economics, politics, technology, and so forth. Therefore, we must study Social Science in order to be used as a means to solve the problems of everyday life, although many view Social Science as the most saturated field. Every level of education can not be separated from Social Science subjects ranging from elementary school to college. Social Science education is one of the foundations of science and technology capabilities. Understanding Social Science from expertise to appreciation understanding will succeed in developing a high enough ability. Given the importance of Social Science in generation development, students should not be left saturated in Social Science learning that is characterized by considering Social Science as a saturated lesson. Social Science becomes the most saturated subject for most students because understanding the material requires the foresight of thinking and broad insight. Because of Social Science in learning to learn about various sciences such as
History, Economics, Politics, Technology, Sociology, Anthropology, Geography and so on. In addition, learning is still centered on teachers who have not engaged students actively so learning is not effective and causes saturation or boring that can cause students less eager to learn Social Science.

Based on the results of conversations with students conducted repeatedly and unstructured it can be concluded that in Social Science learning students still have many difficulties. When students are given material then asked to work still takes a long time, still wonder to his friend, and the student who asked his friend is reluctant to tell even though he is more able. The results are still not satisfactory. Students tend to be lazy to work and sometimes cause noise so as to disturb other friends. When given homework it is not uncommon for students to complain that they cannot do it and do not get help from others, such as parents or relatives. When students study Social Science at home generally do not get help, guidance, and direction from their parents. This is because parents are always preoccupied with their work to provide a living for their families. In addition, the incompetence of parents in Social Science subjects in general they admit. And leave the education of his child entirely to the teacher so that the hope to make parents as a second teacher after school has not been realized. Seeing this reality, the teacher becomes fully responsible for the progress of his students' learning. This is what allows children to have difficulty in learning Social Science.

Most students still experience learning difficulties such as lack of ability to solve Social Science problems and lack of active students in attending Social Science learning. Therefore, it is necessary to strive to minimize students' learning difficulties in Social Science learning. One way is to apply the cooperative learning model of the clattering button method by forming a small study group. Because students tend to ask their friends who are more capable than their teachers who may be afraid of embarrassment. The establishment of a study group consisting of able and underprivileged students in each group is expected to help solve Social Science learning difficulties. In this study group, students should be active and creative, as well as not shy about asking questions. The teacher gives understanding to students who are less able to ask their friends who are more able so that difficulties can be solved and teachers also provide understanding to students who are able to help their friends who have learning difficulties. This learning process is expected to motivate students to defend themselves and does not feel bored the impact of Social Science learning difficulties on students can be minimized.

If the difficulty of learning Social Science students can be minimized early on. The view that Social Science is the most saturated learning little by little will change. Students do not feel scared when it comes to dealing with Social Science subjects. The impact of studying Social Science can be realized as a means to help solve the problems of everyday life. Social Science learning has a strategic role in shaping character. Character education can be interpreted as value education, moral education, or ethical education (Zuchdi, 2008).
METHOD

This research method is using descriptive qualitative research methods. Where later the research will describe the efforts of Social Science teachers in shaping the responsible character of students of SD N 0708 Aliaga II. Qualitative research is research that intends to understand phenomena about what the research subject is experiencing. For example, behavior, actions, perceptions, and so on. Holistically and by way of description in the form of words and language in a special context that is natural and by utilizing various natural methods. According to Nawawi (2012), Research methods are the science of methods, and when assembled into a research methodology, the meaning is the science of methods that can be used in conducting research activities. Research methodology can also be interpreted as a science to express and explain natural symptoms and social symptoms in human life, using systematic, orderly, orderly, and scientific work procedures. A research site is a place or area where the research will be conducted. The research location that will be studied is at SD N 0708 Aliaga II, located in Hutaraja Tinggi District, Padang Lawas Regency. This research was conducted at the time of learning in grade VI elementary school which amounted to 22 people.

RESULT AND DISCUSSION

The research entitled "Discipline and Responsibility of Certified Teachers In Integrated Social Science Learning in Elementary School" is a study conducted to find out how the discipline and responsibility of certified teachers in integrated Social Science learning in elementary school. This research was conducted at SD N 0708 Aliaga II on December 6, 2021, and the study was intended for grade VI students. This research uses qualitative methods. In character education in school in Law No. 20 of 2003 on the national education system article 3 describes the function of national education is to develop the ability and form the character and civilization of a dignified nation in order to educate the life of the nation and the purpose of national education to develop the potential of learners to become human believers and fear God Almighty, be noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Based on this, it is clear that the purpose of education at every level is closely related to the formation of the character of learners.

According to Leo Agung (2012), integrated learning is basically teaching activities in combining several subjects in one theme. The implementation of learning in an integrated model can be done by teaching some of the subject matter given at each meeting.

Discipline and responsibility are considered important and needed in people's lives because smart alone is not enough if it does not have good morals, for that it is necessary to discipline and be responsible education from an early age in order to be formed early on. Education aims to form and build mindsets, attitudes, and behaviors and students in order to be a positive person, noble spirit, disciplined, and responsible. Discipline is always on time to do whatever we do. As for the responsibility that dares to accept the risks that we do and live earnestly. While discipline and responsibility are an attempt to maintain human behavior so as not to deviate and encourage someone to behave in accordance with norms, rules, and rules.
The word discipline comes from the Latin Discere meaning to learn. From this word arises the word 'disciple" which means follower or disciple and now the word discipline is experiencing the development of meaning in some sense. Discipline is defined as compliance with regulations or compliance with supervisors, and control. Discipline is an exercise aimed at developing oneself in order to behave in an orderly manner. Basically, discipline arises from the ability of life and life to learn and teach regularly and love and appreciate work. Discipline can be interpreted as an inner exercise that manifests in behavior that has the goal that humans always obey the rules. With discipline, it is expected that students are able to discipline themselves in obeying school rules. So that the teaching and learning process can run smoothly and easily achieve the goals of education. Therefore, guidance from the school is very important for learners, so that they can know which actions violate the order and which do not.

According to Amiruddin and Djuhan (2021), the responsibility is human awareness of his behavior or actions that are intentional or unintentional. Responsibility also means deeds as a form of awareness of their obligations. Responsibility according to the Great Dictionary of Indonesian (2007), is the obligatory state of covering everything. This means that if there is something that can be prosecuted, blamed, blamed, and so on.

Siti (2018) explained that discipline will be formed if it is given by someone who provides a sense of security and grows from an authoritative and loved person, not from a person who is feared and powerful. An authoritative teacher is a teacher who can influence the student to behave according to what he said. With the authority of the student-teacher must easily follow the rules and students will also achieve maximum learning results. Teachers have a very important role in successfully shaping the behavior of learners. Through the rules and regulations that have been made both in school and in the classroom teachers must be able to apply discipline to every student. Teachers try their best to foster a disciplined attitude through these rules so that children are accustomed to always complying with the rules and regulations available. Character education will lead citizens to learn with the potential they have to become civilized people while sticking to human values, the values of slavery, and the caliphate (Muflikhah, 2019). In the development of character education in schools, educational institutions, or schools should be a conducive environment. The school should be a community and a vehicle for fraternity where the development of good values or key values (Adnyana, 2020).

Herman, H. (2020) explained that a professionally qualified teacher, is a teacher who knows deeply about what he teaches, is able in how to teach it effectively and efficiently, and teacher is a steady personality. Teachers are professionally responsible for continuously improving their teaching skills, both regarding the basis of science, proficiency, and teachership, developing and applying priorities related to religion, culture, science.

CONCLUSION

Based on the results of research that has been carried out, it shows that the discipline and responsibility of certified teachers in integrated Social Science learning in elementary school still have many differences. There are those who carry out integrated Social Science learning in full,
half integrated, and do not carry out integrated Social Science learning, either in full or half integrated. Based on the results of conversations with students conducted repeatedly and unstructured it can be concluded that in Social Science learning students still have many difficulties. Based on discipline and responsibility can be explained that discipline and responsibility are considered important and needed in people's lives because smart alone is not enough if it does not have good morals, for that it is necessary to discipline education and be responsible from an early age in order to be formed from the beginning.

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