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# Civic Education Teacher's Strategies in Developing Discipline and Responsibility Character After the Covid 19 Pandemic

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**Abstract.** The corona virus (Covid<sup>6</sup>19) that has spread since the beginning of 2020 has had an impact on changes in various fields of life, including in the world of education. Learning activities in schools before the COVID-19 pandemic were carried out face-to-face. However, during the pandemic there was a policy from the government to carry out online learning. Currently, learning has been carried out face-to-face, adaptation needs to be carried out again by students in schools. The purpose of this study is to determine the teacher's strategy in developing the character of discipline responsibility for junior high school students in the city of Surabaya. This research is a quantitative research with a survey method. The subject of the study was a Civic Education Teachers teacher at a junior high school in Surabaya. Data collection through questionnaires and analyzed with percentages. The results of the study showed that the strategy of Civic Education Teachers in developing the character of discipline and responsibility in the post-covid<sup>7</sup>19 pandemic period was through learning, habits and examples and disciplines. The teacher's strategy in developing the character of discipline and responsibility through this learning is in the learning planning and implementation in accordance with the plan that has been developed by the teacher. Habituation in school is also important to do, for example, in terms of doing student tasks. The example of the school also shows good results in developing a disciplinary character and responsibility.

**Keywords:** character · discipline · responsibility

## 1 Introduction

<sup>9</sup>  
Based on the Presidential Regulation of the Republic of Indonesia No. 87 of 2017 Article 3 Strengthening Character Education is carried out by applying pancasila values in character education, especially including religious values, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curiosity, national spirit, love of the motherland, appreciate achievements, communicative, peace-loving, fond of reading, environmental caring, socially caring, and responsible [1, 2]. In addition, Article 2 explains that strengthening character education has the aim of building and equipping

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5 students as Indonesia's golden generation in 2045 with the spirit of Pancasila and good character education to face the dynamics of change in the future. Education was created not only to develop creativity and foster personality attitudes in a person but also to create a balance between science and a soul of character [3]. The results showed that the goals of a nation are not solely determined by intelligence, but rather basic characters such as discipline, responsibility, never giving up, and others.

The school is a strategic place in the cultivation of character education. This is because all children will receive education at school, so what is obtained at school will affect the formation of children's character. One of the goals of character education in schools is to strengthen and develop life values that are considered important and necessary so as to become a person who is in accordance with the values sublime.

Character values that are considered important in supporting learning activities are discipline and responsibility [5]. Discipline is an Act that demonstrates obedience and obedience due to the awareness of one's own self-encouragement of the applicable regulations [6]. Responsibility is to be able to account for and have the feeling of fulfilling a task with trust, independence and commitment.

In the context of mass public awareness of character values, formal educational institutions (schools) have a great moral responsibility in order to foster a spirit of responsibility and discipline, because "school is a process of cultivation" [8]. Schools can cultivate mindsets, attitudes, and behaviors of responsibility and discipline because schools are a second.

Environment for children to be a place for character and character building. As Lickona (1992) views, in the cultivation of good character, three components are needed, namely moral knowing, moral feeling, and moral action [9]. The school provides nuances, atmospheres, and habituations that support efforts to internalize the values and principles to be instilled, including responsible behavior and discipline.

The implementation of strengthening character education in schools can be carried out in several ways, including learning activities, extracurricular activities and school culture development.

The corona virus (Covid-19) outbreak that has spread since the beginning of 2020 has had an impact on changes in various fields of life, including in the world of education. So far, long before the Covid-19 outbreak, teaching and learning activities carried out in schools can instill student character. However, during this pandemic, teaching and learning activities were forced to be carried out from home with online-based learning. Online learning is very impactful in character building. The results of a study conducted by Massie and Nababan (2021) on "The Impact of Online Learning on Student Character Education" showed the results that student character during online learning during the pandemic decreased [10].

During the Covid-19 pandemic, the Ministry of Education and Culture has made adjustments to learning. One of them is that teachers are expected to equip students with life skills that are full of character strengthening values and do not focus on pursuing curriculum targets during emergencies. Therefore, the Ministry of Education and Culture has the authority of each school by providing freedom to use the emergency curriculum. These adjustments are contained in Circular Letter Number 2 of 2020 concerning Prevention and Handling of Covid-19 within the Ministry of Education and Culture, as well

as Circular Letter Number 27 of 2020 concerning Prevention of Covid-19 in the Education Unit. Adjustment to learning during the Covid-19 pandemic by instilling character education in schools really requires a good strategy 17 and is on target.

When learning is carried out online during a pandemic, it is difficult for teachers to control the activities carried out by students at home. How students participate in learning whether they are ready, what about the tasks given whether the students themselves are doing it or their families who are doing it are difficult to monitor. The pandemic period that lasted for almost 2 years was certainly very impactful in all fields, including in the field of education. The cultivation of character values is certainly difficult if learning is carried out during a pandemic with online learning.

Currently, learning has been carried out face-to-face, adaptation needs to be carried out again by students in schools. Students when returning to school, of course, must obey all applicable regulations in the school. The character of discipline and responsibility which is an important character for students needs to be implemented the existence of discipline that is embedded in one's self-rice will be able 8 to realize an attitude of responsibility. Therefore, it is important to 3 conduct research on the strategies of Civic Education Teachers teachers in developing the character 2 of discipline and responsibility for junior high school students in the city of Surabaya. The purpose of this 3 study is to determine the strategies of Civic Education Teachers teachers in developing the character of discipline and responsibility for junior high school students in the city of Surabaya after the COVID-19 pandemic.

## 2 <sup>4</sup> Method

This research is a quantitative 24 research. The method used is the survey method. Research with this survey method is to provide an overview of the strategies of Civic Education Teachers teachers in developing the character of discipline and responsibility. The survey used in this study is an exploratory survey method, this survey uses questionnaires in taking data. These questionnaires have their respective scores which will then be analyzed using 13 quantitative descriptive analysis presented into percentage form.

This research was conducted at a state junior high school in the city of Surabaya. The total sample of 68 Civic Education Teachers teachers at SMPN Surabaya. Sample determination is carried out randomly. Data collection techniques use questionnaires and focus group discussions (FGD). In this study, data analysis uses quantitative descriptive analysis techniques, namely the analysis of data that has been given a score with a pre-determined measurement scale and to analyze the data will be carried out in a statistical way. Descriptive analysis is a method for describing variables. In this analysis, calculations are needed that are used to find out the percentage rate of the answer score of the variable specified by the formula:

AQ3

$$P = \frac{n}{N} \times 100\%$$

Description:

n = Score obtained

N = Number of ideal values

P = Success rate achieved

### 3 Results and Discussion

The teacher's strategy in developing the character of discipline and responsibility for junior high school students in the city of Surabaya is carried out through learning, discipline, exemplary and school culture.

#### 3.1 Strategies of Civic Education Teachers Teachers in Developing the Character of Discipline and Responsibility Through Learning

The strategy of Civic Education Teachers teachers in developing the character of discipline and responsibility through learning can be seen from the integration of character values and responsibility in the learning implementation plan made by the teacher. Based on the results of the questionnaire in general, 98.5% of Civic Education Teachers teachers have included the value of discipline and responsibility in the learning implementation plan.

Based on Table 1, the teacher's strategy in developing the character of discipline and responsibility through learning shows that in Civic Education Teachers learning the teacher always disciplines and gives responsibility to students in Civic Education Teachers learning. For students who committed violations were also sanctioned, only 8.8% never sanctioned. In addition, teachers also provide reinforcement for students who carry out discipline and responsibility.

**Table 1.** Civic Education Teachers teacher strategies in developing the character of discipline and responsibility through learning

No.	QUESTION	RESPONDENT'S ANSWER %			
		SL	SR	JR	TP
1	Do you discipline students in KDP learning?	89,7	10,3		
2	Do you give students responsibility in learning CIVIC EDUCATION TEACHERS?	91,2	8,8		
3	Do you and you sanction students who violate discipline, responsibility?	35,3	42,6	13,2	8,8
4	Whether moms and gentlemen provide reinforcement for students who carry out discipline, responsibility	72,1	26,5	1,5	

SL = Always; SR = Often; JR = Rare; TP = Never

The forms of activities in disciplining students in Civic Education Teachers learning are obeying the rules set by the school or teachers 98.5%; wearing uniforms according to school regulations 70.1%; collected assignments on time 71.6%, entered classes on time 73.1% while those who answered others only 3%.

The forms of activities in fostering responsibility in students in learning CIVIC EDUCATION TEACHERS are; work on tasks earnestly 77.9%; collecting assignments according to the predetermined time 83.8% and showing perseverance in doing the tasks given by the teacher 64%.

Based on the results of Focus Group Discussion (FGD) with several Civic Education Teachers teachers in the city of Surabaya, the results were concluded that teachers emphasize the importance of discipline in learning, especially Civic Education Teachers learning, such as timely collection of assignments, Using uniforms and their attributes when in class. Verbal reprimand. However, if the verbal reprimand does not give results, a reduction in the value of the task will be carried out. This is done to provide punishments of an educational nature, and not to use violence either verbally let alone physically. This reduction in value is more effective in providing deferent effect to the student to behave in a disciplined manner. After giving a reduction in the value of the teacher still provides reinforcement that the punishment committed is a consequence of the violation of the common agreement. The punishment given does not come from the teacher Solely,

For students who do pelbudget discipline and responsibility are subject to sanctions, namely reprimands, warnings, punishments, parental summonses and others. Meanwhile, the form of strengthening for students who carry out discipline and responsibility is to give appreciation in the form of praise, adding value, fostering discipline in students, namely by mentoring and explanation of positive culture and the cultivation of student character through habituation.

### **3.2 Strategies of Civic Education Teachers Teachers in Developing a Character of Discipline and Responsibility Through Habits**

The intensity of the habit of carrying out discipline and responsibility carried out in schools shows that 80.9% always, 17.6% often, 1.5% rarely. This shows that habits as one of the strategies in developing the character of discipline and responsibility in schools are important to carry out. Form habits in the classroom at the time of learning in developing an attitude of discipline. Among other things, carrying out prayers before and after lessons, obeying school rules, collecting assignments on time, greeting teachers, getting used to preparing learning before learning begins and soon.

For students who carry out discipline consistent methods for 1 month in a row, the teacher will give appreciation in the form of exams and be announced in front of the class all students who have carried out discipline. What the teacher does is a form of positive reinforcement of sexual behavior again, so that students repeat the good behavior consistently or continuously. Positive reinforcement will be more effective as a form of appreciation to improve good behavior compared to providing punishment. This is because positive appreciation will provide a positive c itra in the student's feelings (moral knowing) so that it will be a pyriteor motivation for students to carry out continuously good behavior, especially in terms of discipline. The FGD results also show that negative reinforcement both verbally and physically will actually result in students

behaving negatively because they feel unnoticed and always blamed. When FGD with this teacher in the triangulation of students, that they are more enjoyable, more valued, more comfortable, more student wellbeing kethics teachers provide reinforcement positively compared to giving reinforcement negatively. Negative reinforcement by the teacher can offend the student.

The form of habits in the classroom during Civic Education Teachers learning in developing an attitude of responsibility includes students doing assignments earnestly, completing tasks on time, maintaining class cleanliness, carrying out class pickets, paying attention to the teacher when explaining and so on. This habituation is important to do so that students always carry out discipline and responsibility at school. Discipline, when trained well, will create good attitudes and behaviors in students [11].

The results of the questionnaire from the teacher's strategy in developing an attitude of responsibility, followed by the FGD. The results show that teachers provide two models for developing responsible attitudes and behaviors. The first strategy is to develop responsibility individually by being given tasks, activities, and other activities that must be completed independently. This Hal is intended to see how high the attitudes and behaviors of the responsibility of the word learner individually. The teacher randomly monitors the students to measure the responsibility of the students. The second strategy is to give tasks, activities, and other activities in groups, but each individual has his own responsibilities that contribute to the group. The strategy used turned out to be able to improve the quality of responsibility individually and in groups. At the end of the activity What activity is still given the strength of whichever student has good responsibility, as well as responsibility as well as responsibility in groups. From students this combination is also welcomed positively because there is added value, namely mutual cooperation and interdependence between members with each other so that joint results are obtained. During this time, it is often open for groups to be done by one or two students only. Teacher strategy gives individual responsibility in group assignments students who have not been doing group assignments then have to keep doing because there is an individual value in group assignments.

### 3.3 Strategies of Civic Education Teachers Teachers in Developing the Character of Discipline and Responsibility Through Exemplary

In developing the character of discipline and responsibility through example, the results of the questionnaire showed the results that 95.6% of education personnel showed exemplary in terms of discipline in schools.

Based on Table 2, it shows that the school, namely the principal, teachers and education staff, has set an example in developing an attitude of discipline and responsibility.

In addition to going through three learning strategies, habits and examples, it is also through school rules. In general, it has included an attitude of discipline and responsibility in the prevailing order.

The result FGD with Civic Education Teachers teachers to foster an attitude of discipline and responsibility, the example shown by the teacher how to be consistent both in the classroom and outside the classroom. The behavior shown by the Civic Education Teachers teacher includes being in class two minutes before the start of learning. Some

**Table 2.** CIVIC EDUCATION TEACHERS teacher strategies in developing the character of discipline and responsibility through example

No.	QUESTION	RESPONDENT'S ANSWER %			
		SL	SR	JR	TP
1	Does the principal show exemplary in terms of discipline in school?	92,6	7,4		
2	Does the principal show exemplary in terms of responsibility at school?	89,7	10,3		
3	Do teachers show exemplary discipline in school?	86,8	13,2		
4	Do teachers show exemplary in terms of health protocols in schools?	88,2	11,8		
5	Do education personnel show exemplary in terms of discipline in schools?	95,6	4,4		
6	Do education personnel show exemplary in terms of responsibility in schools?	85,3	13,2	1,5	

SL = Always; SR = Often; JR = Rare; TP = Never

teachers show films about the responsibility to give real examples to students How are the results obtained When someone has an attitude of attitude discipline and responsibility. The nature of the film became a model that students in addition to teachers in their schools could emulate. The assumption of students when asked is related to the film shown by the teacher they are very happy, appreciative, and will imitate because in real terms the character of discipline and responsibility can actually determine a person's success in carrying out discipline and responsibility. It is also shown how an undisciplined attitude and no responsibility will be able to make a person <sup>22</sup>successful, not getting a job, and not being trusted by others. Has a result of this study <sup>22</sup>shows that the ability of teachers to present media and <sup>26</sup>learn resources in developing behavior and responsibility makes a significant contribution <sup>26</sup>in developing the character of students. The contoh of <sup>23</sup>the teacher and the film give <sup>23</sup>a good meaning in the student to be able to imitate the teacher.

The results <sup>23</sup>of the research conducted by Ningrum et.al. states <sup>23</sup>that forms of discipline will shape the behavior of student responsibility. By having a great responsibility, discipline will be easily formed from students. So it will run continuously, discipline will form responsibility and responsibility will give rise to discipline [12].



## 4 Conclusion

The teacher's strategy in developing the character of discipline and responsibility in schools is through learning, habits and example. Based on the results of the questionnaire, it shows that the teacher's strategy in developing the character of discipline and responsibility through this learning is in the learning planning and implementation in accordance with the plan that the teacher has developed. The teacher's strategy in developing the character of discipline and responsibility through learning shows that in Civic Education Teachers learning teachers always discipline and give responsibility to students in learning Civic Education Teachers. Habituation in school is also important to do, for example, in terms of doing student tasks. The example of the school also shows good results in developing a disciplinary character and responsibility.

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