

Efforts To Increase The Effect Of The Disciplinary Development Program In The Teaching And Learning Process On The Independent Work Ethic Of Teachers At SD Negeri 026 Rambah, Rambah District, Rokan Hulu Regency

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Abstract, This research is an effort to increase the effectiveness of the disciplinary development program in the teaching and learning process towards the independent work ethic of teachers at the 026 public elementary school in Rambah, Rambah sub-district, Rokan Hulu district. From this study it can be concluded that the implementation of inspections and official visits by educational supervision is very helpful for teachers at the 026 Rambah State Elementary School, Rambah District, Rokan Hulu Regency, Riau Province to further improve self-quality and self-performance management from a sense of discipline that is implemented into the process. beblamjmmr teaches in class.

Keywords : Disciplinary, Work Ethic

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I. INTRODUCTION

The formal application of education in schools both public and private and tiered from kindergarten to college is the entire educational process in schools as formal educational institutions, and the teaching and learning process is the core activity. In the teaching and learning process, the components influence each other, namely the desired instructional goals, the material taught, teachers and students, the types of activities carried out, and the facilities and infrastructure available.

In a learning process, there is a process of interaction between teachers and students. This is where discipline is needed by both teachers and students. The creation of a disciplined situation can lead to the course of the lesson, thus affecting the achievement of goals. Similarly, for teachers, teaching discipline must be improved so that effectively a work ethic can be achieved as much as possible in order to improve the quality of teaching in the classroom. Reality shows that in a life, people who succeed in their lives are mostly based on very high self-discipline.

In order to improve the quality of Indonesian people, the heavy point of development in the field of education today is the improvement of the quality of education. In this case, the government has made various efforts or policies such as updating the curriculum, upgrading teachers, procuring better facilities and infrastructure for the success of an educational ideal.

In learning, discipline is needed, because it will always obey the work plan in teaching, so that it will become a habit that is attached to him. Thus a good habit will be able to achieve a satisfactory result or achievement in the learning process. This has been stated by (Gie, 1985) as follows : In any endeavor, information and discipline will remain the key to obtaining good results.

Meanwhile, according to Suwandi & Sanjari, (1997) as follows: "Discipline is obedience to respect and implement a system that requires people to submit to applicable decisions, orders or regulations".

Learning discipline must be applied, given the density of subject matter that must be completed within a certain time in accordance with the existing curriculum. Without the discipline of learning the material will not be able to be done, it is impossible to achieve the maximum possible achievement.

Information and discipline in using attendance time, order, activeness and neatness in carrying out teaching tasks are the main keys to obtaining achievements for teacher competence to be good. Therefore, the teaching discipline that arises from within the teacher must be further improved and explored so that it can support the achievement of the desired goals. An educational supervisor must and also needs to give encouragement or motivation to the performance of teachers who come from outside the teacher to stimulate the spirit of work in the world of education .

Based on the description above, it can be said that the discipline of teaching in the classroom will have a great influence on competence and capability as well as aseptability for teacher performance in teaching and learning activities in schools. In this regard, the author as an observer and supervisor of education is interested in conducting school action research on whether there is a relationship between the discipline of teaching in the classroom and the dedication and competence of quality teachers at the State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency.

Based on the background of the problem above, the author as an observer in this school action research can be formulated as follows:

"Is there a relationship between the discipline of teaching in the classroom and the improvement of the quality of self-competence for teachers at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency?".

According to Suwandi & Sanjari, (1997) explaining in detail the meaning of discipline is as follows: 1) Strengthening exercises, 2). sanctions, 3). Control or the creation of order and attachment, 4). System of rules and regulations.

Furthermore Nasution, (1980) says that : The word discipline comes from the Greek "Discipulus" which means: a disciple or follower of a teacher. A disciple or follower must submit to the rules, therefore discipline means a willingness to obey order in order for the pupil to learn.

Meanwhile, according to Suwandi & Sanjari, (1997) that : "Discipline is obedience to respect and implement a system that requires people to submit to applicable decisions, orders or regulations."

Of the two definitions of the definition of discipline, it is more inclined to the second definition, because it mentions implementing a system that requires people to submit to applicable decisions, orders or rules.

According to Surya & Yamin, (1980), that: Teaching is a process of effort made by individuals to provide teaching maeri to

learners as a whole, as a result of the indivdu experience itself in the interaction of knowledge developed through school vehicles.

Whereas according to (Hamalik, 1983) that : "teaching is a growth or change in a person expressed in a new way of behaving thanks to experiences and exercises that are then passed on to students in school."

In teaching, discipline is needed because it will always obey the work plan in teaching and learning in the classroom so that it will become a habit that is attached to him. By having good habits, a satisfactory result or quality can be achieved in the teaching and learning process activities.

This has been stated by Gie, (1985) as follows: "In any endeavor, information and discipline will remain the key to obtaining good results."

II. RESEARCH METHODS

The research location that the author set is the State Elementary School 026 Rambah, Rambah District, Rokaan Hulu Regency by involving 8 teachers This school is also under the guidance of the author. as the principal of an elementary school in Rambah Subdistrict, Rokan Hulu Regency.

In this action planing, there are three types of activities that will be carried out by

the author as an observer in this school action research activity, including:

This type of activity is a real action in the aspect of seeing directly the teacher in implementing kbm.

Form of activity: Monitoring the continuity of the teachers of State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency when entering school hours until the kbm activities are completed (Arikunto, 2019; Sukidin & Suranto, 2002).

Activity procedure :

1. Coordinating with the Principal on the timing of the implementation of pts activities.
2. Informing teachers at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency about the importance of discipline awareness in work.
3. Carry out regular and intensive and periodic monitoring

Subject: Teachers at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency

III. RESULTS OF RESEARCH AND DISCUSSION

In this section, the results of the first cycle of research are stated in accordance with the activity planning of all research subjects consisting of teachers from State Elementary School 026 Rambah, Rambah

District, Rokan Hulu Regency, Academic Year 2022/2023, totaling 8 people. All of these teachers are ready with their equipment to take the odd semester learning outcomes test.

To answer the research problem, two cycles were held in accordance with pts, after the research was carried out up to two cycles, significant results occurred. In cycle I all teachers are divided into 2 groups of each group in questionnaires and questionnaires.

1. Results of Cycle I research

Based on the results of the research on the preparation of the odd semester learning test, observations (observations) carried out in the first cycle, the research results were obtained submitted in the form of tables.

Table 1. Results of observation cycle I

No	Teacher name	Check Residency			
		Punctuality of teaching	Neatness of sera gam guru	Rpp Preparation Craft	Implementation of RPP on PB M
1	Nilamarni, S.Pd.SD	6,2	7,2	7.0	7,1
2	Harkimah, S.Pd.I	6,1	7,4	6,8	7,2
3	Erivawati, S.Pd.I	6,7	7,5	5,8	7,7
4	Hidayati, S.Pd.SD	6,3	7.0	7.5	7.4

5	Janidawati, S.Pd.I	6,0	6,8	6,4 pm	6.8 pm
6	Sulastris, S.Pd.I	5.6	6,9	7,0	6.9
7	Sakdiah, S.Pd.I	5.3	7,5	6,4	6,8
8	Abdi Malik, S.Pd.	5,0	6,8	6,5	6,6

From the data above, it shows that the results of observations by researchers as school supervisors at Rambah State Elementary School, Rambah District, Rokan Hulu Regency, Riau Province are not satisfactory and this will have a bad impact on teaching and learning activities in the classroom. Therefore, the author as the supervisor of education in the assisted elementary school re-conducts observations in cycle II in accordance with the target plan.

2. Results of Cycle II research

Based on the results of the research on the preparation of odd semester learning outcomes tests, observations (observations) carried out in cycle II, the research results were obtained submitted in the form of tables.

Table 2. Observation table of cycle I I

No	Teacher name	Cek Kedisipinan			
		Punctuality of	Neatness of sera	Rpp Preparation	Implementation of RPP

		teaching	game	Craft	on PBM
1	Nilamarni, S.Pd.SD	8.5	8.0	8,1	7.7
2	Harkimah, S.Pd.I	8.7	8.4	8.6	8.0
3	Erivawati, S.Pd.I	8.3	8.2	7,8	7.5
4	Hidayati, S.Pd.SD	8.4	8.1	7,9	7.7
5	Janidawati, S.Pd.I	7.8	7.9	8,0	7.0
6	Sulastris, S.Pd.I	7.4	7,8	8,0	7.5
7	Sakdiah, S.Pd.I	7,5	8,0	7,9	7,4
8	Abdi Malik, S.Pd.	7,0	7,8	7,9	7,5

From the data above, it shows that the results of observations by researchers as school supervisors at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency, Riau Province. "satisfactory" and this will have a good impact on teaching and learning activities in the classroom. Therefore, the author as an educational supervision researcher at SD 026 Rambah gave a positive B+ value award for the eight teachers as a sample of school action research activities in fostering discipline during kbm at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency, Riau Province.

As a reflection after the implementation of research activities in the teaching and learning process, information was obtained from the results of observations that teachers at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency, Riau Province have been good at motivating themselves and discipline during learning and this will have a positive impact on students both for improving student learning achievement and to increase student learning motivation.

Research on efforts to improve the ability of teachers in education during teaching and learning activities at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency, Riau Province is carried out in two cycles by applying inspections and official visits with the following characteristics:

- a. Gathering teachers in one room.
- b. Researchers brought in resource persons to provide information about the motivation for education as an improvement in the work ethic of teachers in teaching in the classroom.
- c. Providing classical builds
- d. The teacher holds a discussion with friends in 2 groups

- e. Research can take place well because the situation is open and collaborative.

By applying leadership in the teaching and learning process, it will be able to take place well and pleasantly. Cooperation in the form of discussions can foster the interest, attitude and willingness of the teacher teacher to carry out his duties as well as compiling a learning outcomes test ; compile RPP ; participate in maintaining personal hygiene and the environment around the school and so on.

At first, teachers felt unprepared for inspections and official visits for disciplinary guidance, citing limited time and difficulty in independently awareness of the importance of discipline. After the education supervisor suggested through guidance and direction about the purpose and purpose of implementing school action research activities with the theme of discipline during the teaching and learning process, the teachers at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency , Riau Province agree and want to be invited collaboratively as a research subject to implement aspects of disciplinary values into one very important one.

During the research, teachers and KS at State Elementary School 026 Rambah, Rambah District, Rokan Hulu

Regency, Riau Province, were very respectful of the implementation of this school action research activity, especially when the second round was carried out, as a result, there was a lot of improvement in the quality and ethos of teacher performance in maintaining and implementing a sense of self-discipline independently to promote cleanliness and tidiness and seriously drafting and implementing the RPP. This will be a benchmark for the success of educating education in elementary schools.

IV. CONCLUSION

Based on data analysis, from this study, it can be concluded that the application of inspections and official visits by educational supervision is very helpful for teachers at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency, Riau Province to further improve their self-quality and self-management from the sense of discipline implemented into the mporoses beblamjmmr teaching in the classroom.

A disciplined teacher will certainly wear an office uniform and be in a slippery and tidy state. In order to create the image of a teacher who has authority and can be a role model for uniform discipline by students in school

A disciplined teacher will not waste time just relaxing, there is a gap in class

time that may occur with anything that is beneficial for the provision of teaching materials.

For example: self-study in the library, make summaries and work schedules to teach empty classes or use free time to do interpersonal with students in an educational and creative communicative manner.

The conclusion that the teacher's attitude reflects the discipline will greatly affect the results of teaching work in the classroom.

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