

Analysis of Student Discipline Levels in the Face-to-Face Learning Process Post the Covid-19 Pandemic

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Abstract. The emergence of Covid-19 has claimed so many lives. Globally, it brings change and impacts almost all aspects of life. In this research, the author wants to know the picture of student discipline in the face-to-face learning process after the COVID-19 pandemic in class XI IPS at SMAN 8 Maros. This research is qualitative research with data collection techniques consisting of observation, interviews, and documentation. There were 11 informants. The research results show that the level of student discipline in the face-to-face learning process after the COVID-19 pandemic in class XI IPS at SMAN 8 Maros is quite good. The results of this research are based on indicators of time discipline and action discipline where the majority of students are disciplined compared to those who are not disciplined by violating the rules set by the school. This research revealed that students' disciplined behavior when face-to-face learning resumed after previously being conducted online was quite good because interactions during learning went well without internet network interference.

Keywords: Discipline, Face-to-Face Learning, Covid-19

1. Introduction

Learning activities can be carried out if students are given full opportunities to participate in every existing learning process. Likewise, the learning process will be carried out according to expectations if students are involved in learning activities (Arhas, Suprianto, Saleh, Niswaty, & Jamaluddin, 2022; Darwis, Amelia, & Arhas, 2019; Saleh, 2021). There are two factors that influence learning, namely: Internal factors (physical, physical maturity, fatigue, psychology in the form of talent, interest, intelligence, motivation, and cognitive ability and achievement). External factors (natural environment, family, school (teaching methods, learning media, curriculum, teacher relations with students, student relations with students, school discipline, school time, learning standards above standard, learning methods, homework), and the community environment).

Discipline in relation to the learning process needs to be considered, one of which is teaching discipline. If the teacher is able to apply teaching discipline when the learning process in class takes place, then this will also affect the students' discipline. Furthermore, students' low awareness of following the rules that have been set in the school environment will prevent the goals of the learning process from being achieved. Good cooperation between all aspects of the school environment is very necessary in order to achieve the expected educational goals. Whether a person is disciplined or not will also affect his life. Students disciplined attitudes provide support for an orderly environment in the learning process and become a way for students to be successful in learning.

In general, discipline is a condition that is formed individually or in certain groups through various kinds of behavior that reflect the values of obedience, obedience, order, and regularity in the environment concerned. Discipline makes students more orderly and orderly when carrying out their lives, students will understand that this attitude can build a strong student personality and can be expected to be useful for all parties (Jumriah, Akib, & Darwis, 2016; Saleh, Arif, Nasrullah, & Salam, 2020).

The application of student discipline in lower grades is in the good category and can be seen in terms of students behaving politely towards teachers and the way students dress, but for time discipline among students only requires good cooperation with parents. In general, teachers play an important role in the process of applying

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discipline to students, one of which is by providing concrete examples in the field so that students understand the importance of this discipline.

This disciplined behavior is also supported by the conditions of the student's learning environment (Allan, O'Driscoll, Simpson, & Shawe, 2013; Arbaugh et al., 2009; Darwis, Arhas, & Nasrullah, 2021). An unfavorable environment will affect students' learning discipline, causing problems such as not obeying school regulations, not carrying out assignments given by the teacher, not attending ceremonies, not entering class before the teacher arrives even though the bell has rung, being crowded in class when the teacher explains, neglecting assignments given by the teacher, violating school rules, and truancy. These behaviors reflect students' lack of discipline in learning, even though discipline is the most basic thing in raising their awareness to carry out their responsibilities and duties as students.

After the Covid-19 pandemic which recently ended, it also indirectly had a big influence, especially on teaching and learning activities in schools. Learning done from home is not nearly as effective as that done at school. (Suprianto, Niswaty & Arhas, 2022) revealed that: Since August 1, 2021, new cases of the spread of Covid-19 have decreased significantly. On September 13, 2021, the Ministry of Education, Culture, Research and Technology through the Directorate General of Higher Education, Research and Technology issued Circular Letter Number 4 of 2021 concerning the Implementation of Face-to-Face Learning for the 2021/2022 Academic Year which includes face-to-face learning, both lectures, practicum, studio, field practice, or other forms of learning, universities must comply with the provisions set by the Ministry of Education, Culture, Research and Technology. Furthermore, for the high school level, follow the regulations that apply in each province. Elementary and junior high schools follow their respective district/city regulations.

Based on the results of the latest observations made by researchers in October 2022, it shows that students' discipline in learning looks slightly different from learning before the COVID-19 pandemic. This difference in learning environment then gives rise to student behavior which also influences their learning discipline when they return to school. (Suprianto, Niswaty & Arhas, 2022) revealed about Sentiment Analysis: Face-to-Face Schools in the New Normal Era stating that: After undergoing online learning for less than 2 years, students feel comfortable with online learning, and when transferred to face-to-face learning, students must begin to adapt to offline learning. Apart from that, many negative tweets came from parents who were worried that their children would be infected with Covid-19. Positive tweets came from students who wanted offline schools, and state institutions that encouraged students to study online.

2. Method

The approach used is a qualitative approach, this type of approach tends to produce data in descriptive form or a depiction of a situation or behavior of the object under study, (Sugiyono, 2015). The informants in this research were 11 people: the homeroom teachers of SMA Negeri 8 Maros class XI social studies are four people who are responsible and know more about the situation and condition of the students in the class, three subject teachers at SMA Negeri 8 Maros class XI social studies who are actively involved in the learning process, and class XI social studies students at SMA Negeri 8 Maros class XI social studies who actively participate in the teaching and learning process in class.

Data collection techniques in this research used observation, interview, and documentation techniques. Data analysis techniques, namely interactive model data analysis according to (Miles & Huberman, 1994). The stages in data analysis are: 1) data collection: explore, find, and collect the information and data needed from various

sources, be it through observation, interviews, written documents, or photographs; 2) condensation: selecting, focusing, simplifying, abstracting and transforming the data contained in the field notes and transcripts in this study. The data in question are the results of interviews obtained from informants, both teachers and students of grade XI Social Studies 1 SMAN 8 Maros as adjusted to the results of the study; 3) The results of the information and qualitative data obtained are presented systematically in the form of narrative texts. In presenting this data, researchers more easily understand what is happening in the field so that it is possible to take further action from information and data from observations and interviews with teachers and students of SMAN 8 Maros grades that already exist. 4) Drawing conclusions: Verification of research results regarding student discipline in the face-to-face learning process after the COVID-19 pandemic is presented at the end of the preparation of research results by drawing conclusions listed in the closing section whose credibility can be accounted for. .

3. Results and Discussion

Based on the research instruments that researchers have used in this case, in the form of observations, interviews, and documentation, the results of the research to determine student discipline in face-to-face learning after the Covid-19 pandemic in class XI IPS at SMAN 8 Maros can be seen from the following indicators:

3.1 Time Discipline

The first indicator is punctuality in learning. Students attend class hours from the start to the end of the lesson in accordance with the rules set by the school. At 07.15 WITA is the morning assembly. Learning starts at 07.30 WITA and ends at 14.15 WITA. At the beginning of the post-pandemic face-to-face school implementation for class formerly. As time goes by, most students have been able to adapt to face-to-face learning.

Be present in learning activities. In this case, student discipline can also be assessed by the percentage of their attendance when participating in teaching and learning activities. In general, student attendance is good, students always follow lessons well, but based on reports from several field teachers, students are often not focused when the teacher teaches. If someone wants to leave the school environment for certain reasons, students need to bring a permission letter signed by the class teacher, picket teacher, guidance counselor, and subject teacher at that time. This way, students will not easily find excuses just to skip class. For class XI IPS, student attendance in class is quite good during the first period. However, during the last hours, many students did not attend class on time. Complete tasks within the specified time. In this case, disciplined students can be seen from their awareness of completing assignments given by the teacher on time, without procrastinating. For these two class.

3.2 Discipline of Actions

It cannot be denied that when a rule is made, it cannot be easily obeyed by all parties. Student discipline in terms of compliance with school rules is quite good. The role of teachers and also student awareness is one of the supporting factors in forming disciplined student character. The rules that are most often violated are only for the mild categories. For example, not attending morning assembly, not shaving your hair, not being disciplined in dressing, wearing socks other than black and white, skipping classes, and wearing jewelry. If a student has violation points, namely 100, then the student will be expelled, so I rarely found anyone truant, smoking, jumping the fence and brawling because the average point was 50. When the researcher made observations, facts were found that were similar to the statement conveyed by the informant, that students tend to only commit minor violations. Even so, the role of guidance and counseling teachers,

picket teachers, subject teachers, and also homeroom teachers is quite good because every student who is found violating will receive a warning and even be dealt with directly by the teacher as an effort to create discipline in the school environment.

Diligently studying, includes students always following lessons, but the homeroom teacher receives reports that students like not paying attention when the teacher explains, are noisy, and also disturb their other friends. This student's learning motivation is quite good. However, in certain lessons that are too rigid and monotonous, researchers see that they will also be less enthusiastic and tend to be sleepy, and it is not uncommon to find students talking to each other when the teacher explains. In some subjects, students do not follow well because they do not understand the material, which affects their motivation to listen and even do the assignments given.

Independent in learning, related to not relying on other people to complete things that are his responsibility, for example asking other classmates to do his schoolwork. When the researchers looked at and observed students' behavior regarding independence in learning, the researchers came to the conclusion that most of them had tried well enough to complete their respective duties and responsibilities. This is assessed by researchers from the seriousness of students when they receive assignments from the teacher, they focus more on their own work than taking care of their friends' work. Based on the presentation of facts found in the field, researchers can conclude that students as a whole are quite good and independent in learning.

Honesty includes behavior that does not like lying to teachers or fellow students, especially when given a mandate. Students can be trusted when given trust. For example, when matching class absences made with those students submitted, the results match and students always report any incidents that occur in class. The facts seen in class are directly proportional to the statements conveyed by the informants, so the researchers assess that the overall behavior of these students is quite good. In terms of school assignments, when most students are asked to do something according to the teacher's direction, it is quite satisfactory.

Enjoyable behavior. In some conditions, it is difficult for students to be orderly, especially negative attitudes that like to bully classmates are also one of the causes of the class not being conducive. Students are still not good at implementing it. However, the teacher's role in managing the class is quite good and maximal in dealing with it considering that negative behavior rarely involves the class teacher or guidance counselor..

Supporting Factors and Inhibiting Factors for PTM Discipline Post the Covid -19 Pandemic

From the results of the researcher's observations, face-to-face learning itself is the biggest supporting factor due to the fact in the field that teachers are more likely to supervise students, and of course, the various rules set to support discipline can be carried out well when all students are in the school environment. Morning assembly, the presence of CCTV, and relationships built with the community so that when there are students who are truant outside, the school will find it easier to get information. Face-to-face learning for students is indeed much more effective than online learning, of course with various considerations, especially the ease of organizing, supervising, controlling, and ordering student behavior and disciplining them because there are rules that bind them during the process in the school environment.

Related to the inhibiting factors at the start of face-to-face learning is negative behavior when still learning online which is brought to school. Apart from that, teachers also need to be committed and consistent in implementing school rules so that student discipline can be improved. Next are cellphones, student awareness, the canteen, and

the distance of the class which is far from the office and blocked by other classroom buildings so that students are difficult to supervise.

Discussion

3.1 Time Discipline

Student discipline regarding punctuality in studying is quite good. Referring to school regulations, students are required to be at school at 07.15 WITA to carry out the morning assembly so that when learning starts at 07.30 WITA, students will already be in class to receive lessons according to the schedule given. Likewise, when study time ends, the rule set by the school is 14.15 WITA so that students are not allowed to go home early or vice versa and still have to follow the teaching and learning process either independently or guided directly by the teacher. Getting used to this disciplined behavior will also make students appreciate their study time more. Hurlock (Salam & Anggraini, 2018) says that the aim of applying discipline is to shape student behavior according to the role determined by the group to which the individual belongs, of course in this case the school environment.

Students' presence in class is directly related to the learning process as well as the learning outcomes they will obtain at the end of the semester. This means that if students diligently attend class and follow the lessons well, the understanding they gain will certainly be different from students who behave in the opposite way. Furthermore, class that during study time, attendance in class is an obligation, except when the break bell or school bell has rung. Suryabrata (Mulyani, 2017) revealed that the main way of learning is face-to-face learning. This means that the higher the level of student attendance, the greater the opportunity for the learning process to occur through interaction between fellow students, teachers, and other learning resources in the learning environment itself.

School assignments given by teachers are a form of obligation that must be completed as a form of student discipline towards the responsibilities assigned to them. From the research results found, the majority of students have fulfilled their obligations to work on and complete assignments on time (Saleh & Nasrullah, 2019; Uno, Hamzah B., Nina Lamatenggo., 2014). that discipline can be instilled through small habits in a person's daily life.

3.2 Discipline of Actions

Every student is obliged to follow all the rules imposed by the school as a consequence of what has been chosen from the start. The more serious the violation, the greater the violation points received so that for students who reach 100 points, the school will return the student concerned to their parents (expelled from school). Based on the research results, the overall compliance of class XI IPS students with school regulations is quite good. However, light violations are sometimes still encountered, such as wearing jewelry in the school environment, and incomplete school attributes (tie, hat, class symbol, school symbol, and so on). The regulations that are implemented certainly have clear directions and objectives for each student involved. Making regulations can minimize deviant behavior so that it is always maintained. Rules have educational value because all agreed regulations can introduce individuals to the fact that there is behavior that is approved by members of the group so that they also need to obey as a whole.

Based on the research results, it was found that overall students were quite diligent in studying. In the sense that when the teacher explains in front of the class, they can listen carefully and follow directions well. However, in certain subjects, teachers complain that students are not enthusiastic about learning. Furthermore, students still have a role that they must carry out as students to continue carrying out these responsibilities with full awareness and enthusiasm for knowledge. Suyono (Albarado &

Eminita, 2020) revealed that habits in learning activities can be improved by cultivating a sense of comfort, no pressure, tension, and providing stimulation to students so that they have better learning motivation so that they develop the character of being diligent in studying without having to force them.

Student independence in learning is one of the hopes desired by teachers considering that when they truly maximize the potential they have to complete assignments, teachers can objectively assess the extent of the students' abilities in question. Based on the research results, overall students are quite good and independent in their learning process, especially in completing the assignments given. Independence in learning can help students design goals and strategies, manage behavior, and evaluate self-improvement.

Instilling positive behaviors in students can start from small things. When students are given trust by the teacher to do something, this indirectly encourages students to get used to being honest. Regarding student honesty, the researchers obtained research results that overall students in class XI IPS were quite good in several aspects as stated by previous informants. (Lickona, 2022) says that good character consists of knowing, wanting and doing good things and then getting used to them.

In terms of indicators of pleasant behavior, students are still not good at implementing them. When researchers carry out direct observations in the classroom, students always carry out activities that make the classroom atmosphere less conducive. However, this does not mean that it is difficult for them to be disciplined because so far, the teachers also feel that they can still manage and handle the class so that teaching and learning activities return to calm and order. Sonita (Yasmin, Santoso, & Utaya, 2016) revealed that discipline is needed to channel individual behavior and then show it in the right direction, set boundaries about what is permissible and what is not permissible, and direct the behavior so that it is in line with what is expected.

Supporting Factors and Inhibiting Factors for PTM Discipline Post the Covid -19 Pandemic

There are many factors that support discipline in schools that can occur, especially after the Covid-19 pandemic compared to when student discipline is implemented during online learning. Some of the supporting factors in question are, such as allowing students to use cell phones during certain class hours, the presence of teachers to regulate and control student behavior, and the existence of CCTV, including the rules enforced by the school. All of this will familiarize students with positive behavior. (Suprianto, Arhas, & Mahmuddin, 2020; Yuliantika, 2017) said that disciplined behavior can encourage students and help them to be able to adapt to their environment, in this case self-adjustment and social adjustment in society.

In implementing student discipline, there are supporting factors for achieving discipline, of course there are also inhibiting factors, such as the awareness of students and teachers themselves to work together to achieve discipline in school, the existence of a canteen that is too close to the class, the long distance between the office and the class so that Teachers are sometimes careless about supervising students, plus the presence of cellphones, which according to some teachers, is actually one of the triggers for students' decreased awareness of learning if they are too busy opening their cellphones and playing social media, playing games, etc. even though they are asked to only be used for certain subjects. only by the teacher. Technological progress brings many benefits to humans, but there are several other things that actually have a negative impact, especially the presence of this cellphone with various features in it, including online games.

4. Conclusion

Students have entered the discipline category which is quite good in terms of time discipline and action discipline. Furthermore, the rules and regulations implemented at the school in question directly have a significant impact on the formation of disciplined habits and character in students because they are required to always obey all existing rules, without exception, so that this minimizes negative behavior from students in the school future. It is proven that face-to-face learning is better because students can be supervised, advised, and controlled by their learning progress directly in the classroom.

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