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Positive discipline to build student character in learning during the pandemic

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Abstract

The problem with distance learning in Geography subjects at SMA Negeri 1 Rongkop is the lack of student discipline in responding to and completing assignments given by the teacher. Based on observations made during the first three months of the odd semester 2021/2022, the average student attendance rate in distance learning was 77%. Meanwhile, students have an average of 72% discipline in submitting assignments or responding to teachers. This is possible because teachers have not instilled positive discipline in students, so the results are less than optimal. This research aims to describe the general picture of the application of positive discipline in the classroom, including the preparation of class agreements, implementation, and results. The research results show that the application of positive discipline through class agreements has a positive impact on teachers and students. The level of student discipline in completing assignments is 88%, and the average attendance rate is 90%, with very good qualifications. The results of interviews with students conducted via Google Forms and distributed by teachers regarding the use of positive discipline received a very positive response, with 97% giving a positive response. As a result, teachers must use positive discipline during distance learning. This shows that even though learning is distance learning, critical assessment of learning can still be carried out. Average attendance is 90% with excellent qualifications. The results of interviews with students conducted via Google Forms and distributed by teachers regarding the use of positive discipline received a very positive response, with 97% giving a positive response. As a result, teachers must use positive discipline during distance learning. This shows that even though learning is distance learning, critical assessment of learning can still be carried out. Average attendance is 90% with excellent qualifications. The results of interviews with students conducted via Google Forms and distributed by teachers regarding the use of positive discipline received a very positive response, with 97% giving a positive response. As a result, teachers must use positive discipline during distance learning. This shows even though learning is distance learning, critical assessment of learning can still be carried out.

Keywords: positive discipline, character education, distance learning

1. Introduction

Covid 19 pandemic at the beginning of 2020 has changed all aspects of human life, including education (Yaniawati et al., 2023; Sudirman et al., 2021; Taufan et al., 2022). The Covid-19 virus pandemic in Indonesia has stopped face-to-face teaching and learning activities in schools (Sahir et al., 2021; Rasilah et al., 2020). Not wanting the spread of Covid-19 to become more widespread, the government, through the Ministry of Education and Culture, decided to move classes to cyberspace.

The implementation of Distance Education (PJJ) so far has encountered many obstacles, especially in terms of discipline and character education, which has not been implemented (Handayani, 2021). Lack of direct teacher supervision results in students paying less attention to the assignments. Likewise, students' reactions to teachers when carrying out learning activities are also not as expected. Education Distance learning (PJJ) at SMA Negeri 1 Rongkop, especially in Geography subjects, also faces the same problem. Based on initial observations during the first three months of the 2021/2022 odd semester, discipline is often

the main problem. About 15 of the 31 students did not respond to the teacher when class started, did not complete their homework on time, and did not even come to class without permission. The steps taken by teachers are implementing discipline in the form of reward and punishment (Suyuthi & Sun'an, 2018). But in reality, this is not a solution.

Punishment has become a form of academic discipline for students, although punishment has a different meaning. In general, punishment in law is physical or psychological punishment for mistakes or violations that affect the student's personality and are not suitable for the child's psychology (Rakhil, 2015). Discipline in the sense of learning, is training someone to follow rules or behavior in the short and long term. While punishment aims to control student behavior, the field aims to develop student behavior and train self-confidence (Patricia, et al, 2020).

Durrant (2010) suggests that positive discipline is a learning method that helps provide information to children to learn and supports their development. The first step in implementing positive discipline is developing a shared vision of what the school wants to achieve. Teachers must be able to facilitate learning, and focus on students' strengths and weaknesses, not just try to control them (Ramadania & Aswadi, 2020).

Implementation One of the positive disciplines in learning is building class agreement. Class agreements include a number of rules that help teachers and students work together to form effective teaching and learning activities (Sobri et al, 2019). The class agreement not only contains the teacher's expectations of students but also the students' expectations of teachers. Contracts are built and developed together between teachers and students. When writing a class agreement, teachers should consider what is essential and what can be excluded. This is very different from the discipline previously decided by teachers or schools.

Positive discipline applied in the classroom will contribute to the implementation of school culture. According to Suharsaputra (2012), school culture is a description of organizational behavior that differentiates one school from another, how all school members carry out their roles in their duties in accordance with the beliefs, values and norms that constitute school culture. This is in accordance with comments by Komariah & Triatna (2010: 102) who state that effective school culture is composed of values, beliefs and actions that originate from collective agreements that give rise to the commitment of all staff to implement them consistently and consistently. School culture is a characteristic of a school that is manifested through the values that are used as guidelines, as well as habits and actions carried out by all school members.

Based on empirical experience and theoretical studies regarding the application of positive discipline in schools, it is necessary to apply positive discipline in learning Geography subjects, starting with class agreements, implementing, and reflecting to maintain consistency so that students are always guided by the collective agreements that have been made. This research aims to determine the implementation of positive discipline in building the character of Rongkop 1 Public High School students in distance learning during the pandemic.

2. Methods

This study uses a qualitative method. Qualitative research is carried out to build knowledge through methods by examining descriptions of social and human events. Basically, qualitative research is more concerned with observing people interacting in their environment. Researchers must try to understand language and opinions about their environment, as well as explore opinions and experiences to obtain the necessary information or data (Iskandar, 2009: 51-55).

Data collection techniques use observation, questionnaires and documentation. Observations can be carried out by filling out an observation form as an effective tool (Arikunto, 2009:226). As a scientific method, observation is defined as the systematic recording of the

phenomena being studied. In this research, the observation methods used to collect data include: observing the condition of students who carry out PJJ, observations are carried out in a non-participatory manner, where the researcher only acts as an observer of the phenomenon being studied. Observations were carried out directly through PJJ activities using Google Meet to get a complete picture of the research focus. The results of the observations were compiled into field notes. These field notes contain events that always occur or recur,

After, the questionnaire was given to students via Google Forms. The results of the questionnaire are used to collect data on student responses to the application of discipline through class agreement. The third method is documentation: in this research, the documents used are the results of student work, grades, and attendance lists as well as the results of student responses in Google Classroom.

In this research, data analysis was carried out sequentially from beginning to end, both in the field and not using techniques as proposed by Miles & Huberman (2014), namely first, data reduction, namely the process of extracting data from field notes and observation results, interviews, and document review. Data reduction is a form of data analysis using filtering techniques, concluding important questions, categorizing, directing, and systematically removing unnecessary things so that meaningful conclusions can be drawn. Thus, all data obtained through observations, interviews, and documents are collected, filtered and classified and then concluded without wasting the value of the data itself.

3. Results and Discussion

Education is something that is planned, in the process of guiding and providing lessons to students so that they develop and mature into independent, responsible and creative human beings, with knowledgeable, broad and noble personalities (Nofijantie, 2012: 294). This shows that the goals of character-based education are very important. According to the Center for Curriculum Redesign (2015), the general goals of character development are 1) laying the foundation for lifelong learning; 2) supporting good cooperation in society and at work; and 3) develop personal values so that they can contribute to wider life.

Building character for students is not easy, but educators also have the task of educating the nation's future generations with the values of honesty, justice, responsibility, care and mutual respect. As an educator, teachers must be able to develop a positive culture in schools, starting from communication training. Good communication must take place from both parties to become a good bridge between teachers and students. Both teachers and students have room to develop in discussions, especially in enforcing rules, discipline and building character (Patricia, et al, 2020).

Learning at SMA Negeri 1 Rongkop during the Covid-19 pandemic must follow government regulations through distance learning (PJJ) implemented since March 2020. Students have a school account, making it easy to access all things related to PJJ. Even though the media is well organized, in practice it cannot function optimally. This is mainly related to student discipline in collecting homework, attending PJJ, and also responding to information provided by the teacher, either via WhatsApp groups or Google Classroom. This research was conducted in three stages: initial observation, implementation and reporting. Initial observations were conducted for three months to observe the ongoing PJJ process and identify problems.

Table 1
Student Discipline Initial Conditions

Class	Number of Students	Timely submission of assignments	PJJ Presence
X IPS 1	31	22	25
X IPS 2	29	20	22
XI IPS 1	31	23	24
XI IPS 2	31	22	23
XII IPS 1	31	24	25
XII IPS 2	31	22	23
Amount	184	133	142
% avg		72%	77%
Qualification		Pretty good	Good

Based on the data in Table 1, during the last three months of the odd semester 2021/2022, the average level of student attendance at PJJ was 77%. Meanwhile, students' discipline in collecting assignments or responding to teachers is an average of 72%. Many teachers and school officials have tried various obstacles in PJJ, but the results have not met expectations.

In connection with this problem, the solution that has been implemented is the existence of school rules and regulations, as well as the sanctions that are applied. It turns out that the form of sanctions or punishment is not a solution in implementing discipline in schools. Teachers often view punishment as the same form as the disciplinary process and provide punishment as a step in the student discipline process.

In fact, according to Wijaya (in Satria tt), punishment will not have any positive effects and will only have long-term negative effects so that it will harm children. Likewise, the opinion of the Center for Justice and Crime Prevention and the Department of Basic Education (2012) states that punishment is often carried out with physical, verbal and aggressive violence against students, so this will only force students to obey, not through the process of understanding the situation. right and wrong.

Based on the experience of applying these sanctions or punishments, the solution to student discipline during PJJ can be done by applying positive discipline. Positive discipline is a learning approach that helps children succeed, provides them with the information they need to learn, and supports their development (Durrant, 2010). This is in line with the opinion of Nelsen, et al (Hidayat et al., 2016), positive discipline is "a program designed to teach children to be responsible and respectful towards members of their community".

Furthermore, Nelsen stated that children are educated to have their social skills, to become individuals who have a sense of empathy, respect and appreciate each other and especially to be able to solve every problem without hurting other people. The same thing was conveyed by Patricia, et al (2020), positive discipline is an approach designed to develop students into responsible, respectful and critical individuals.

The research implementation phase was carried out for one month, in classes X IPS 1 to XII IPS 2 in the geography subject. The steps for positive discipline in learning Geography at SMA Negeri 1 Rongkop begin with building a class agreement, implementation and reflection so that students are always guided by the class agreement that has been built. Class agreements are rules to help teachers and students work together to form effective teaching and learning activities (Patricia, et al, 2020).

The class agreement not only contains the teacher's expectations of students, but also the students' expectations of the teacher. Class agreements are prepared and developed jointly between teachers and students. So that students do not have difficulty remembering a lot of

information, a class agreement of 4-8 rules is drawn up for each class. This is a form of independent learning, which is currently being developed. Rules are no longer determined by teachers or schools, but through agreements built between teachers and students.

Class Agreement Determination

The author and students carried out the implementation of determining class agreements in Geography learning during the PJJ period, namely, 1) creating an online form to explore students' desires regarding their dream class, and writing down what agreements need to be built; 2) recapitulate and conclude students' opinions through responses from the forms distributed; 3) clarifying the conclusions of the class agreement to all students via group chat and Google Classroom, for students to comment on so that an agreement can be reached; 4) determine the agreed class provisions by making the wallpaper in Google Classroom and chat groups always visible to students, making it easier for students to remember and implement them.

The results of student responses when determining class agreement can be seen in Table 2 below.

Table 2

Student Responses in Building Class Agreement

Class	Number of Students	Number of Student Responses
X IPS 1	31	30
X IPS 2	29	26
XI IPS 1	31	26
XI IPS 2	31	28
XII IPS 1	31	28
XII IPS 2	31	26
Amount	184	164
% avg		89.13%
Qualification		Very good

Based on the results in Table 2, 89.13% of students responded positively to the form distributed by the teacher online via Google Classroom. If it is related to the percentage range, then the student response in contributing to building class agreement can be categorized as very good. The percentage range is $\geq 85\%$ very good, 70% - 85% good, 55% - 70% sufficient, 40% - 55% poor and below 40% very poor. The results of student responses regarding class agreement points are then summarized by the teacher, then conclusions are drawn and confirmed again with students via Google Classroom to obtain input and mutual agreement between teachers and students in the process of implementing distance learning.

The conclusion of the class agreement response was, namely responding to what was informed by the teacher, collecting assignments on time, attendance on time, permission if unable to attend, if network problems were given an extension of time to submit assignments by providing confirmation to the teacher, the class administrator always reminded his friends. to fill in attendance and attend the lesson until it is finished. The results of the agreement are used as wallpaper on Google Classroom so that each student always remembers the agreement that has been built together so that student discipline can be improved. The class agreement that has been prepared is then implemented in the PJJ process with the teacher as an educator.

Implementation of Positive Discipline through Class Agreement

Implementing a class agreement is a form of positive discipline, although this is not easy to do. Especially when we are dealing with various types of students who have their own unique characteristics. Effective classroom agreements can help in establishing positive discipline in

the classroom. This can also help make the teaching and learning process easier and less stressful. In the implementation process, teachers must really monitor and always remind students about the agreement. Not infrequently, students do not carry out agreements well. For this reason, teachers must have various strategies to remind students with good communication.

Classroom agreements as a form of positive discipline essentially aim to build on students' strengths rather than criticizing their weaknesses and use positive reinforcement to promote good behavior. When there are students who do not carry out the class agreement, the teacher does not give consequences in the form of punishment, but natural consequences for the violators, for example, feeling uncomfortable, embarrassed, and so on. Before determining consequences, teachers must also look at the situation to see whether the violation requires additional, more severe consequences. But basically, it is not physical punishment or does not maintain students' self-esteem. Punishment will not provide a good learning experience.

According to Patricia, et al (2020), although the application of positive discipline in class agreements does not use punitive consequences, positive discipline is not allowing students to do whatever they want and does not have rules, limits or expectations. However, by strengthening expectations, rules and boundaries and building respectful relationships with students. Teachers also teach good manners, non-violence, empathy, self-respect, and respect for others and their rights.

The key to success in developing positive discipline is creating a student-centered class and involving and collaborating with parents in implementing positive discipline. Therefore, in implementing class agreements, teachers never get bored of reminding students via WA group chat and Google Classroom so that students always pay attention to the agreements that have been determined. For students who repeatedly violate class agreements, the teacher communicates privately via chat in language that does not corner the students. The teacher explores the obstacles and discusses the solutions with students and parents.

When a student has made a mistake, the first challenge is to understand the reasons for the student's behavior, then reflect on the consequences of that behavior. Often bad behavior results from factors outside the student's control, such as problems at home. This must be immediately communicated with parents to find a solution. Another thing, for example, is that students are not punctual in attending PJJ because they do not believe that punctuality is important. The teacher corrects this belief through a disciplinary response, and shows that the student's belief can be corrected with polite communication.

The influence of the application of positive discipline felt by the author, based on the results of writing carried out on students, there are several influences that occur as a result of the application of positive discipline in schools. First, the direct influence that occurs on teachers, namely a) teachers no longer punish students who make mistakes with physical or emotional punishment; b) the use of laws that are transferred to class agreements or logical consequences, which the teacher has created by involving students in the process of determining logical consequences as a means of replacing punishment. For example, if a student is late in submitting an assignment, the consequence is that the student will be given additional assignments and time; c) the teacher is able to connect the actions given to student behavior through class agreements and the logical consequences created, for example, if there are students who do not attend PJJ without permission, then the student must make a summary of the material according to the material being taught at that time; d) teachers are better able to use good (positive) and polite words when giving or conveying something prohibited. For example, replacing the words "don't" or "shouldn't" with "it would be better", this motivates teachers not to always blame students for their behavior; e) teachers are able to understand that students' deviant behavior is not solely due to delinquency, but rather there are other factors, this makes teachers wiser and wiser in responding to children's problems.

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Table 3

Student Discipline Final Condition

Class	Number of Students	Timely submission of assignments	PJJ Presence
X IPS 1	31	26	26
X IPS 2	29	24	27
XI IPS 1	31	28	28
XI IPS 2	31	27	28
XII IPS 1	31	30	28
XII IPS 2	31	28	28
Amount	184	163	165
% avg		88%	90%
Qualification		Very good	Very good

Based on the results in Table 3, it can be seen that the application of positive discipline through class agreements can increase students' discipline in participating in PJJ, the observation results are 90% attendance on time, and carrying out assignments on time at 88% or with very good qualifications.

Figure 1

Geography Distance Learning



Based on Figure 1, you can see the influence of discipline in PJJ in Geography subjects. The effect of implementing the agreement for students is based on the results of teacher observations through distance learning activities, namely; a) students are more able to appreciate teachers as educators, as evidenced by the positive responses given during PJJ; b) students are better able to be invited to exchange ideas and discuss, to contribute directly when drafting class agreements or preparing logical consequences; c) students are aware of class agreements and logical consequences made with the teacher, for example students are able to reprimand other students who have not participated actively and remind each other; d) students become more active and open about the things they experience both at school and at home; e) students are more polite in communicating via social media. Regarding student discipline in attendance and assignments, there has also been a significant increase. Through assignment grade documents and Google Form attendance responses in Classroom.

Reflections on the Implementation of the Class Agreement

Class agreement as a form of positive discipline is not something that cannot be renewed. However, as the student's development stage and situations change, evaluation of the agreement is required. Due to different conditions, it is essential to periodically evaluate the agreement. As with the agreement in Geography learning, the teacher and students added agreement points in the second month because many students did not respond to the teacher's questions or material, but only did the assignments. Therefore, in the class agreement there is an additional agreement, namely "students must actively participate in discussions". The results of a questionnaire with students via Google Form which was distributed by teachers regarding the application of positive discipline also received a very good response,

The results of this research are a development of previous research, namely the results of previous research related to positive culture in schools, namely the writing carried out by Johannes (2017), that classroom management is able to increase students' positive disciplinary attitudes. In line with this, Mulyani, Sumantri, & Budimansyah (2020) explained that internalizing character values through implementing positive discipline is one way to build a positive and conducive school culture.

Table 4
Student Disciplinary Response Final Condition

Instrument Formulation	Student Response		
	Yes	No	Not responding
Does the class agreement make you comfortable in PJJ Geography?	175	-	5
Does the class agreement make you more disciplined?	174	-	5
Are you not forced to carry out the class agreement?	179	-	5
Do teachers serve students well?	179	-	5
Does the teacher give punishment?	179	-	5
Does the teacher listen to students' complaints?	179	-	5
Does the teacher speak politely in communication?	179	-	5
Does the teacher deal with students wisely?	179	-	5
Do teachers always teach discipline?	179	-	
Does the teacher forgive students' mistakes?	179	-	
Average	178	-	5
Percentage (Number of Students 184)	97 %	-	2.71%
Category	Very good		

Based on the student questionnaire in Table 4, students responded positively to the implementation of student discipline through class agreements, and consistently carried out what had been agreed with the awareness built through familiarization with the Geography PJJ process at SMA Negeri 1 Rongkop. For students who violate the class agreement, the teacher does not give punishment as a consequence, but rather as a natural consequence felt by the students themselves. Additional consequences are given to students who commit repeated violations, in the form of additional assignments, not in the form of punishment that will reduce the student's self-esteem.

The development of positive discipline requires positive relationships based on understanding and empathy. During PJJ, if students always respond well to positive things in discipline consistently, and can communicate well with teachers, then the level of violations will decrease (Arifin et al., 2020). On the other hand, if the relationship between teachers and students is not well established, the violations will continue to increase. In line with this, Hortensi (2020) stated the importance of good communication between students and teachers to improve discipline in the classroom.

Therefore, it can be concluded that a good teacher is a teacher who can be a role model, a teacher who cares and wants to build a friendly and pleasant relationship with his students. For the implementation of positive discipline to realize the school's vision and mission, it is necessary to develop a learning environment that is friendly to students, educators and parents feel appreciated and supported, and students have space to express their views (Patricia, et al, 2020).

4. Conclusion

Implementing positive discipline towards students in distance learning for Geography subjects at SMA Negeri 1 Rongkop begins with the teacher and students' preparation of a class agreement. Class agreement-making was well received by students, with 89.13% participating in the agreement. The results of implementing class agreements directly impact teachers and students. In general, the implementation of positive discipline has a positive effect. Based on the research results, student discipline has also increased significantly, as seen from the assignment grade documents and attendance responses on Google Forms via classroom; 88% of them collected assignments on time, and 90% of attendances were on time. The results of a questionnaire conducted with students via Google Form, which was shared by the teacher regarding the application of positive discipline, received an excellent response, namely 97% of students gave a positive response. Although positive discipline is very well received, it is necessary from time to time to review the classroom agreement to adapt it to the prevailing circumstances and consider improving discipline. Therefore, it is hoped that future researchers can develop the application of positive discipline in PJJ by using other, more innovative models or media. Efforts must be made to maintain consistency in enforcing class agreements using other, more effective methods. It is necessary from time to time to review the class agreement to adapt it to the prevailing circumstances and consider improving discipline. Therefore, it is hoped that future researchers can develop the application of positive discipline in PJJ by using other, more innovative models or media. Efforts must be made to maintain consistency in enforcing class agreements using other, more effective methods.

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