

Analysis of Teacher Discipline and Student Learning Attitudes in Class XI Biology Subjects at SMA District of Kampung Rakyat

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Abstract

This study aims to analyze teacher discipline and student learning attitudes in biology class XI in SMA in the village of the people. The subjects of this research are teachers and students. The population in this study were 3 biology teachers and 114 students. The research instrument used in the form of a questionnaire evaluation of students' attitudes and abilities in understanding biology and interviews with biology teachers. The research method used is descriptive qualitative. Data collection techniques with the method of observation, questionnaires and interviews. Based on the results of the study the authors concluded that the learning process of biology in each school was carried out with limited face-to-face. In each lesson schedule, teachers always come on time and carry out their duties and responsibilities as teachers in biology. Students' learning attitudes towards biology subjects are classified as standard, but when learning uses practical demonstrations, students' learning attitudes are classified as increasing. Based on the results of interviews that researchers obtained, there were several obstacles in the student learning process including the lack of full face-to-face learning and the lack of facilities and infrastructure for learning biology which caused students' interest in learning to vary in biology.

Keywords

teacher discipline; student learning attitude; biology lessons



I. Introduction

Education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature themselves through teaching and training efforts. Education in Indonesia is currently experiencing a decline, according to data from the PISA (Program for International Student Assessment) scores in 2018. Based on the PISA results announced by the OECD (Organization for Economic Co-operation and Development) it is known that the scores for the ability of students in Indonesia in the field of Science is still low. Indonesia's PISA score in the field of Science is in the order of 70 of the 78 countries that are members of the OECD with a score of 396, where the average score of the OECD countries is 489. The countries that are in the top 5 of the 78 OECD members in the field of science are China (590), Singapore (551), Macao (544), Estonia (530), Japan (529) (Kemendikbud, 2019). According to Adiyono (2021) education is one way to improve and develop the quality of human resources in Indonesia. This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi,

2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020).

Biology is a science that deals with living things and their environment. Biology is a subject studied in high school or equivalent which contains many concepts that students must understand. Biology subject emphasizes aspects of memorizing knowledge and understanding, as well as aspects of application, analysis, evaluation, perception, and creativity. This is important because it allows students to practice thinking and problem solving skills and apply concepts to everyday life. Therefore, professional educators or teachers are needed to be able to convey material to students so that students can understand the material easily.

The teacher is someone who is authorized and responsible for guiding and fostering students, both individually and classically, at school and outside school. In Law No. 14 of 2005 concerning Teachers and Lecturers Article 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal, basic and secondary education. Apart from teaching, it also equips and educates children with various knowledge and skills. The teaching profession is a noble and very noble profession, both socially and nationally and religiously. Teachers as educators are those who have contributed greatly to society and the country. The progress or failure of education, the culture of society and the state is highly dependent on the education and discipline of teachers. In carrying out his profession, a teacher is required to have competence. These competencies consist of Professional, Pedagogic, Social and Personal competencies (Rachmawati, 2020).

Professional competence of teachers is the ability of a teacher in carrying out the learning and teaching process. The ability to carry out learning and supported by classroom control, mastery of learning materials, teaching design and use of media in learning. By mastering the basic professional attitudes of teachers, it is hoped that they can provide better quality education. One example of a teacher's professional competence is teacher discipline (Sitting, 2018).

Teacher discipline is the obedience and obedience of an educator in carrying out all the rules or regulations that have been enforced in the school with full awareness from within himself. Because the teacher is one of the keys to success in the learning process in the classroom (Sulistyo et al., 2016).

Based on observations from high school in Kampung Rakyat sub-district, it is known that students are less interested in Biology subjects because the majority of high school students in Kampung Rakyat sub-district prioritize other subjects such as Mathematics because mathematics is more difficult and requires in-depth understanding, while Biology subjects according to students are not urgent because it is common in everyday life. In the observations it was also known that the level of teacher discipline in Biology subjects was quite good, but still did not have a significant impact on students' interest in learning because there were still deficiencies in the facilities and infrastructure that should be needed in Biology subjects.

Learning is a basic thing that must be done to get or have new abilities, such as the very basic thing is the ability to read and write, to be able to read and write individuals must learn. Learning is an activity or a process to acquire knowledge, improve skills, improve behavior, attitudes and personality. According to Azhar (in Nugraha, 2018) Learning is everything that can bring information and knowledge in the ongoing interactions between educators and students. The learning process is a process in which there are interaction activities between

teachers and students as well as reciprocal communication that takes place in educational situations to achieve learning goals.

Learning attitudes are feelings experienced by students such as feelings of pleasure or displeasure, feelings of agreement or disagreement, feelings of liking or disliking the teacher, learning materials and other tasks. Learning attitudes can be interpreted as behavioral tendencies when students study academic matters.

Students have different characteristics, both in the ability to understand and apply the learning outcomes that have been received and the assessment of the teacher which then affects the student's own learning attitude.

In order to achieve good learning outcomes, it is necessary to have the discipline of a good teacher. It can be said that teacher discipline is the obedience and obedience of an educator in carrying out all the rules or regulations that have been enforced in the school with full awareness from within himself. Because the teacher is one of the keys to success in the learning process in the classroom. A teacher's disciplined attitude will affect student learning attitudes

Based on the explanation that has been described above that this study aims to analyze teacher discipline in the teaching and learning process in the classroom to students. The analysis of teacher discipline in this study was focused on the subject of Biology for high school (SMA). And this research also analyzes students' learning abilities and attitudes in learning biology at school.

II. Research Methods

The research method in this research is descriptive qualitative research, with the aim of providing an overview of the analysis of a teacher's discipline and the nature of student learning in the subject of Biology in high school (SMA). Qualitative research is a naturalistic research method because the research is carried out in natural conditions (Sugiyono, 2015:14). In qualitative research there is triangulation of research used in data collection. The technique for collecting data is by using the method of observation, questionnaires and interviews. Observations in this study did not involve researchers directly in the learning process and observations were made only to determine the learning process at SMA in Kampung Rakyat sub-district, then distribute questionnaires directly to students, The questionnaire was distributed randomly to respondents, as well as conducted interviews with teachers to find out the process of learning Biology on students and also to determine the teacher's assessment of students' learning attitudes in learning biology. The questionnaire distributed in the form of an evaluation of student learning attitudes towards the discipline of a teacher. Here is the research roadmap that the author did:

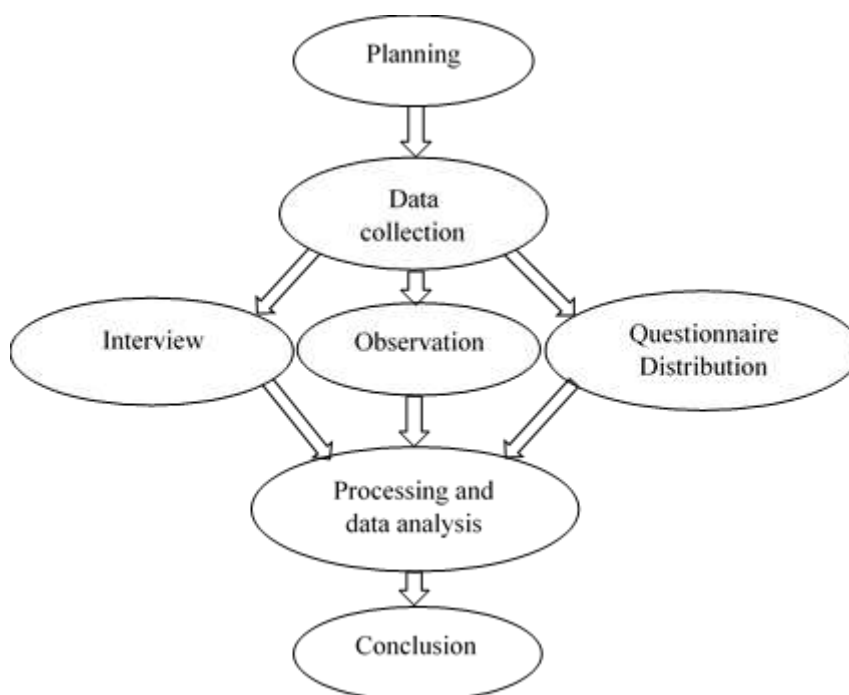


Figure 1. Figure Research Procedure

III. Discussion

3.1 Results

The results of the analysis of teacher discipline and student learning attitudes in biology class XI in SMA in the village of the people were analyzed by looking at the results of observations, questionnaires that had been distributed to students and the results of interviews with Biology teachers at high schools throughout the village community. Labuhanbatu district. The following are the results that researchers have obtained.

a. Observation

This research was conducted at SMA Negeri 1 Kampung Rakyat, SMA Negeri 2 Kampung Rakyat, and Umbulmas Private High School Kampung Rakyat. Based on the results of observations made by the author on teacher discipline and student learning attitudes towards biology subjects, it is known that the learning process in each school is carried out with limited face-to-face. In every learning schedule, the teacher always comes on time and carries out his duties and responsibilities as a teacher in biology subjects. Students' learning attitudes towards biology subjects based on the observations of researchers showed students' learning attitudes in general and in the learning process students were always on time for school.

b. Questionnaire

Questionnaires or questionnaires were given to high school students in the Kampung Rakyat sub-district which consisted of SMA Negeri 1 Kampung Rakyat, SMA Negeri 2 Kampung Rakyat, and SMA Private Umbulmas Kampung Rakyat. See and know the ability of students and students' attitudes towards the subject of biology. The questionnaire is in the form of a questionnaire with a Likert scale where each statement has 5 options, namely strongly agree, agree, undecided, disagree, and strongly disagree. The following are the results of the questionnaire that researchers have summarized in tabular form:

Table 1. Questionnaire Results

Statement	Scale					Total%
	STS	TS	RG	S	SS	
1	0%	1%	3%	61%	36%	100%
2	1%	13%	44%	32%	11%	100%
3	0%	1%	6%	63%	30%	100%
4	40%	48%	8%	4%	0%	100%
5	0%	0%	3%	48%	49%	100%
6	1%	1%	4%	42%	52%	100%
7	0%	0%	9%	71%	20%	100%
8	2%	4%	1%	46%	47%	100%
9	36%	53%	6%	4%	2%	100%
10	3%	4%	22%	55%	17%	100%
11	0%	0%	4%	58%	39%	100%
12	1%	0%	23%	52%	25%	100%
13	0%	0%	20%	69%	11%	100%
14	11%	64%	21%	4%	0%	100%
15	1%	4%	29%	52%	14%	100%
16	2%	1%	2%	52%	44%	100%

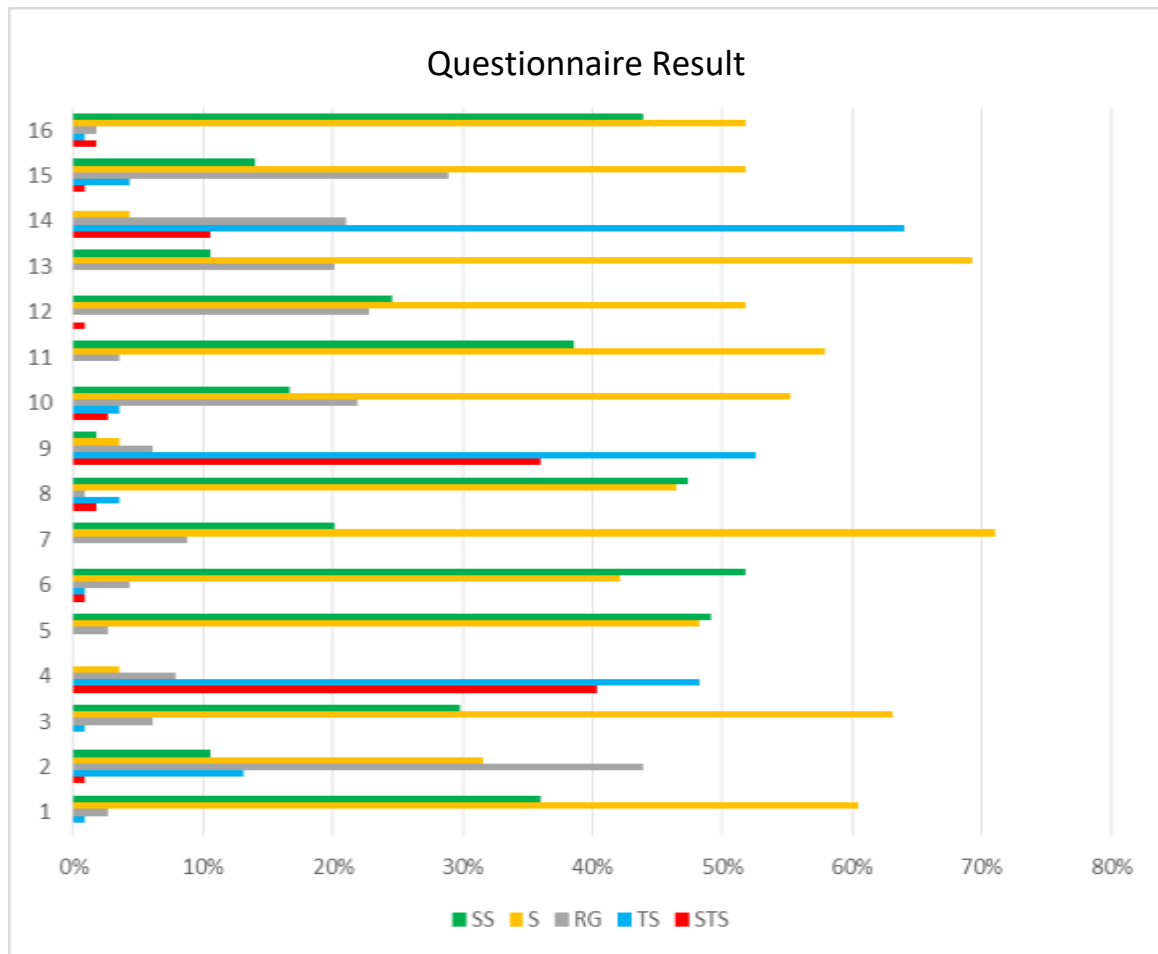


Figure 2. Questionnaire Result Diagram

Based on the results of the questionnaire that the researchers obtained, it is known that:

1. In statement 1, 36% of students chose to answer the statement by agreeing and 61% strongly agreeing, the remaining 3% were hesitant and 1% disagreed, so it can be said that students listened well when learning biology took place.
2. In statement 2, 44% of students chose to answer the statement hesitantly and 32% agreed and 11% strongly agreed, the remaining 13% disagreed and 1% strongly disagreed, so it can be said that students cannot state that they study at home before biology learning.
3. In statement 3, 63% of students chose to answer the statement by agreeing and 30% strongly agreeing, the remaining 6% doubtful and 1% disagreed, so it can be said that students find biology lessons interesting to follow.
4. In statement 4, 48% of students chose to answer the statement by disagreeing and 40% strongly disagreeing, the remaining 8% were unsure and 4% agreed, so it can be said that students feel that biology is not boring.
5. In statement 5, 48% of students chose to answer the statement by agreeing and 49% strongly agreeing, the remaining 3% were unsure, so it can be said that students feel that every material taught in Biology is useful for them.
6. In statement 6, 42% of students chose to answer the statement by agreeing and 52% strongly agreeing, the remaining 4% doubtful and 1% disagree and 1% strongly disagree, so it can be said that students feel when the teacher teaches, the atmosphere is fun because the teacher can create a situation that is not tense.
7. In statement 7, 71% of students chose to answer the statement by agreeing and 20% strongly agreeing, the remaining 9% were undecided, so it can be said that students interested in the material delivered by the Biology teacher
8. In statement 8, 46% of students chose to answer the statement by agreeing and 47% strongly agreeing, the remaining 1% was unsure and 4% disagreed and 2% strongly disagreed, so it can be said that students respect biology teachers because they like biology.
9. In statement 9, 53% of students chose to answer the statement by disagreeing and 36% strongly disagreeing, the remaining 6% were unsure and 4% agreed and 2% strongly agreed, so it can be said that students interested in the material delivered by the Biology teacher
10. In statement 10, 55% of students chose to answer the statement by agreeing and 17% strongly agreeing, the remaining 22% doubtful and 4% disagreed and 3% strongly disagreed, so it can be said that students like biology teachers because they provide practical lessons in biology.
11. In statement 11, 58% of students chose to answer the statement by agreeing and 39% strongly agreeing, the remaining 4% were unsure, so it can be said that students consider all Biology teacher information important.
12. In statement 12, 52% of students chose to answer the statement by agreeing and 25% strongly agreeing, the remaining 23% were undecided and 1% strongly disagreed, so it can be said that students always try to answer the questions given by the Biology teacher.
13. In statement 13, 69% of students chose to answer the statement by agreeing and 11% strongly agreeing, the remaining 20% was undecided, so it can be said that the majority of students understand Biology learning
14. In statement 14, 64% of students chose to answer the statement by disagreeing and 11% strongly disagreeing, the remaining 21% undecided and 4% agreed, so it can be said that the majority of students understand Biology learning.
15. In the statement 15, 52% of students chose to answer the statement by agreeing and 14% strongly agreeing, the remaining 29% in doubt and 4% disagreed and 1% strongly

disagreed, so it can be said that the majority of students can do well on Biology exam questions.

16. In the statement 16, 52% of students chose to answer the statement by agreeing and 44% strongly agreeing, the remaining 2% were unsure and 1% disagreed and 2% strongly disagreed, so it can be said that the majority of students worked on the biology exam questions to the best of their ability.

c. Interview

The interview conducted by the author is a structured interview where the questions consist of mandatory questions and optional questions. The researcher conducted the interview with the teacher in charge of teaching biology at the university every high school in the village of the people. The results of the interviews are as follows:

The author asks questions about "Bagaimana sikap siswa dalam belajar?"

According to Yunita Elida, S.Pd's mother from SMA Negeri 1 Kampung Rakyat, said
"Sikap siswa dalam belajar yaitu rasa ingin tahunya tinggi, kedisiplinan belajarnya lumayan"

According to Mrs. Jumariah Nasution, S.Pd from SMA Negeri 2 Kampung Rakyat, said:

"Sikap belajar siswa dalam biologi tergolong normatif pada umumnya tergantung dari materi dan pembahasan serta praktikum yang dilakukan"

According to Mrs. Siti Rahmi, S.Pd from the Umbulmas Private High School in Kampung Rakyat, she said:

"Sikap belajar siswa biasa saja jika pembahasan hanya sekedar teori tp ketika pembahasan dibarengi pratikum maka sikap belajar siswa meningkat"

The author then gives the next question about "Apa kendala yang dihadapi oleh guru dalam proses pembelajaran Biologi?"

According to Yunita Elida, S.Pd's mother from SMA Negeri 1 Kampung Rakyat, said
"Waktu pembelajaran kurang efektif, karena keterbatasan waktu pembelajaran tatap muka masih dibatasi"

According to Mrs. Jumariah Nasution, S.Pd from SMA Negeri 2 Kampung Rakyat, said:

"Proses pembelajaran kurang efektif, karena masih belum 100% PTM"

According to Mrs. Siti Rahmi, S.Pd from the Umbulmas Private High School in Kampung Rakyat, she said:

"Proses belajar sudah mulai berangsur-angsur meningkat pasca pembelajaran dari rumah"

The author then gives the next question about "Bagaimana guru menyikapi setiap kendala yang ada dalam proses pembelajaran Biologi?"

According to Yunita Elida, S.Pd's mother from SMA Negeri 1 Kampung Rakyat, said
"Melakukan yang terbaik sesuai RPP"

According to Mrs. Jumariah Nasution, S.Pd from SMA Negeri 2 Kampung Rakyat, said:

"Memaksimalkan waktu yang ada dalam setiap pertemuan untuk fokus pada inti pembahasan dalam pembelajaran"

According to Mrs. Siti Rahmi, S.Pd from the Umbulmas Private High School in Kampung Rakyat, she said:

"Berusaha memberikan beberapa tugas tambahan mengenai pembelajaran, agar siswa secara tidak langsung dapat mengulang pembelajaran di rumah"

The author then gives the next question about "What are the teacher's hopes for the future in the learning process, especially in Biology subjects?"

According to Yunita Elida, S.Pd's mother from SMA Negeri 1 Kampung Rakyat, said
"Saya harap kedepannya pemerintah pusat lebih memperhatikan SMA yang ada di daerah dalam peralatan praktikum khususnya peralatan praktikum biologi"

According to Mrs. Jumariah Nasution, S.Pd from SMA Negeri 2 Kampung Rakyat, said:

"saya harap siswa-siswa saya lebih memahami lagi tentang biologi"

According to Mrs. Siti Rahmi, S.Pd from the Umbulmas Private High School in Kampung Rakyat, she said:

"Harapan saya kedepannya dalam proses pembelajaran adalah siswa dapat mengikuti proses pembelajaran dengan baik dan siswa dapat menerapkan ilmu-ilmu yang mereka dapatkan ketika belajar biologi dalam kehidupan sehari-hari"

3.2 Discussion

Based on observations, it is known that the learning process in each school is carried out with limited face-to-face meetings. In every learning schedule, the teacher always comes on time and carries out his duties and responsibilities as a teacher in biology subjects. Students' learning attitudes towards biology subjects are classified as standard like most students in general.

Based on the results of the questionnaire, it is known that students' learning attitudes are general and ordinary when learning theoretically, but when learning using practical demonstrations, students' learning attitudes are classified as increasing.

Based on the results of interviews that researchers obtained, there were several obstacles in the student learning process including the absence of full face-to-face learning and the lack of facilities and infrastructure for learning biology which caused students' interest in learning to vary in biology and students' attitudes in learning biology depended more on the subject of the discussion. Between theory and practicum, students tend to be more interested in the discussion that is accompanied by practicum than the discussion that is just theory.

IV. Conclusion

Based on the results of the analysis that the researchers have done, both observations and through the results of questionnaires given to students and direct interviews with biology teachers, the authors conclude that the biology learning process at each school is done with limited face-to-face. In every learning schedule, the teacher always comes on time and carries out his duties and responsibilities as a teacher in biology subjects. Students' learning attitudes towards biology subjects are classified as standard like most students in general. Based on the results of the questionnaire, it is known that students' learning attitudes are general and ordinary when learning theoretically, but when learning using practical demonstrations, students' learning attitudes are classified as increasing. Based on the results of interviews that researchers obtained, there were several obstacles in the student learning process including the absence of full face-to-face learning and the lack of facilities and infrastructure for learning biology which caused students' interest in learning to vary in biology and students' attitudes in learning biology depended more on the subject of the discussion between theory and practice.

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