

# The Role of Civics Teachers to Improve Student Obedience to the Norms Applicable in the School Environment at 5 Tanete Junior High School, Mamasa Regency

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**Abstract** - This study aims to determine the obedience of students to the norms that apply at the Junior High School 5 Tanete and also to find out the efforts made by Civics teachers in increasing student obedience to the norms that apply in schools. This research is a type of qualitative research. The informants consisted of the principal, Civics teacher and several students. This research is located in Sapan Village, Pana' sub-district, Mamasa Regency, West Sulawesi, to be precise at the Tanete 5 Junior High School. Data collection techniques using documentation, observation and interviews. Data analysis begins with data reduction, presentation of verification data, and concluding. The results showed that the description of students' obedience to the norms that apply at Junior High School 5 Tanete is quite good, it can be seen from the record of violations that are still quite small and there are no fatal violations of norms, the interaction between students looks friendly and disciplined, this is enough to explain that students in these schools generally obey the prevailing norms. Meanwhile, the efforts made by Civics teachers to increase students' obedience to the norms that apply in schools are by acting as coaches, motivators, trying to be good role models and giving sanctions to students of Tanete 5 Junior High School.

**Keywords:** The Role of Civics Teachers, Student Obedience, Norms, School Environment

## I. INTRODUCTION

Norm is something that cannot be separated from people's lives. To realize a disciplined life, of course, humans need norms. According to Macionis (1997), a sociology professor states that norms are all the rules and expectations that exist in a society that guide all behaviour carried out by members of the community. Norms in society contain rules, rules and guidelines for appropriate and reasonable standards of behaviour. What happens if people live without norms? Obviously, not a good thing. Therefore, in society, there are norms that are strictly enforced and accompanied by real sanctions. When someone violates a norm, that person will be penalized [1].

As humans who are full of weaknesses, sometimes we just follow the norms that apply in our environment without us realizing that the norms that apply in our environment do not necessarily apply elsewhere. For example, respecting people

who are older than us, greeting when meeting someone, knocking on the door before entering the house, maintaining the comfort of the surrounding environment, performing worship on time, participating in community activities, and so on.

With the existence of a new school which was successfully inaugurated several years ago, the students at the Tanete 5 State Junior High School are expected to improve their personality to obey the norms both in school and norms in society. Sometimes what is expected is not in accordance with the facts, in fact, there are still many students who still violate the norms that apply in schools and do not obey in behaving, this certainly does not reflect the younger generation who are moral and well-behaved even though various implementations of social norms have been realized in the form of general rules, religious norms, customs, mutually agreed regulations, agency regulations and so on.

One of the factors that can affect students against adherence to the norms in school is social support. Thus students participate in realizing order in the school and with the norms at school students can also understand their rights and obligations as well as understand good deeds that deserve to be done and also actions that do not deserve to be done.

The phenomenon of violations of norms is often seen in Junior High School Public 5 of Tanete, some of the students are seen not putting their clothes in their pants and we often find them coming to school lately. Based on observations and interviews from one of the students on August 23, 2015, informed that students in Junior High School Public 5 of Tanete, the student often go home quickly because the teacher is not present at school. This will lead to negative assumptions both from parents and from the surrounding community because students seem disobedient to the norms that have been taught at school.

One of the factors that can influence students to adhere to the norms that exist in schools is social support. Kusumadewi, Hardjajani, Priyatama (2013) state that social support is a positive feeling, like the trust and attention of others which

means in human life, acknowledging one's trust, and assistance from others in certain forms [2].

Some sources of social support to support student compliance with norms, one of which comes from teachers, especially Civics Teachers because the subjects that discuss norms are Civics subjects so that the role of Civics teachers can be a source of great influence for the students themselves. Qualified and competent teachers are expected to increase student obedience to several norms that exist in schools.

According to J. Sudarminto (1990) in A. Samana (1994) argues that the ideal teacher is aware and responsive to the changing times of his non-routine teacher patterns and actions, the teacher is advanced in mastering the basic knowledge and instrumental devices (eg systems thinking, scientific reading, problem skills, etc.) [3].

From the description above, it can be concluded that the role of the teacher greatly influences the actions and behaviour of students related to the norms that exist in schools. Then, based on the phenomenon of increasing violations of norms by students, researchers are interested in conducting a study entitled "the role of Civics Teachers to increase student obedience to the norms that apply in the school environment at State Junior High School 5 Tanete, Mamasa Regency"

## II. METHOD

In this study, the approach that will be used is qualitative. The purpose of this research is to match the reality behind the existing phenomena in detail, depth and completeness. The type of research used in this research is descriptive research. This research is located in Sapan Village, Pana' District, Mamasa Regency, West Sulawesi, precisely at the State Junior High School 5 Tanete in Indonesia. Year inaugurated. That's what prompted researchers to want to research in that place.

In obtaining this qualitative research data, the authors took informants or resource persons who could represent the entire school environment, in this case, the principal, Civics Teachers and Students of Tanete 5 Junior High School. Taking this informant is based so that the information obtained is more accurate and objective so that researchers can compare the similarities and differences of each informant or resource person. In this study, data sources were obtained from subjects who can provide information about the things to be studied. Sources of data are divided into two, namely: 1) Primary data. The primary data in this study were the results of interviews by informants which were Civics Teachers, Principals and Students; 2) Secondary data. Secondary data was obtained from school documents and literature.

Data collection is a systematic and standard procedure aimed at obtaining the required information. Three methods of data collection will be used in this study as follows: 1) observation is an activity of a process or object with the intention of feeling and then understanding the knowledge of

a phenomenon based on previously known knowledge and ideas, to obtain useful information needed to continue the research. In this research, the researcher uses participatory observation, this is done because, in this observation, the researcher can be directly involved with the daily activities of the person being observed or used as a source of research data. While making observations, the researcher participates in doing what the data sources do. With this participant observation, the data obtained will be more complete, and know the level of meaning of each behaviour that appears; 2) Interview. In this study, the type of interview that will be used is a semi-structured interview, this is done so that the interview can be conducted openly because this type of interview is included in the in-depth interview category. In its implementation, researchers need to be careful in listening to the things put forward by informants so that the information obtained can be justified; 3) Documentation is the result of interviews and observations in the form of images aimed at supporting the validity of the data obtained in the field.

Meanwhile, to improve this understanding, the analysis needs to be continued by trying to find meaning. In this study, there are three stages in analyzing the data as follows. Data reduction is an activity to summarize all the points obtained from the information obtained for verification; The presentation of data (data display) is carried out in a short description, then presented in the form of a narrative text; Concluding (data verification) is the final step of data analysis aimed at concluding the results of interviews conducted in a study [4].

The plan for testing the validity of the data in this proposal aims to prove the validity of the data obtained from this research by use credibility. This aims to prove whether the data obtained can be justified. The techniques and steps are as follows: 1) This careful observation will be carried out for several weeks to obtain data by the needs that are useful for developing research in this proposal. The things that will be observed are the role of Civics teachers in increasing student obedience to the norms that apply at Junior High School 5 Tanete; Triangulation is done so that the validity of the data can be obtained the researcher will test it with triangulation techniques. This technique aims to compare the results of interviews obtained from the object of research.

## III. RESULTS AND DISCUSSION

Based on the research that the researcher conducted in the field, namely the 5th Tanete State Junior High School through the interview, observation, and documentation techniques. The researcher wants to present the data obtained from the informants at the State Junior High School 5 Tanete. And the following research results will be described.

### A. An Overview of Students' Obedience to the Applicable Norms at Tanete 5 Junior High School.

This aspect of obedience is related to the existing regulations at the Tanete 5 Junior High School.

Representatives of student obedience to norms are reflected in the way students show respect to teachers and the school, namely by obeying the rules that apply at school, following suggestions and advice from the school, showing respect by behaving well and showing respect by saying things. Be courteous to teachers and the school. The attitude that is mostly done by students when reprimanded by the teacher or the school is to be silent and listen to the teacher and the school who gives a warning, and with various other positive attitudes such as paying attention and apologizing to the teacher and the school, and will not repeat the mistake. . Students who have a positive view of the teacher, the lower the level of violations committed. Students who believe that it is okay to disobey teachers and rules are more likely to violate school rules and disciplines.

During the research, the researcher was able to observe how the behaviour of the students towards the norms at the 5 Tanete State Junior High School. In general, students in this school are almost the same as in schools where the best management of the school is, there are still some students who often violate the rules, however, the teacher educates and gives sanctions. As the following principal said;

*"If students here are generally obedient, yes, this is evidenced from our records regarding students who violate school, the percentage can still be said to be small, indeed there are students who are naughty, I can't avoid that, but we still try to give our best for our students, because it is a moral responsibility"*

This statement is also supported by the following statement from the Civics teacher:

*"You can see that our students are friendly here on average, although there are indeed students who are known to often break the rules, we can still handle that, the norms that are violated are not at the level of damaging the school's image. But in general, students here are very obedient to the norms that apply at school"*

The teacher further explained:

*"The norms that are violated quite often according to our records and in my memory are like being caught smoking and skipping school, I think this, although this behaviour is not commendable, is still a normal type of delinquency that occurs in the school environment and most importantly we always provide sanctions and special approaches to overcome it"*

To strengthen the research data, the researcher also interviewed students, the following are the results:

*"I am afraid of breaking school rules, for fear of being punished by the teacher and so far I have never received a record of violations"*

The student's statement is also more or less similar to other students, although there are students who admit to having violated but still in low intensity. From the results of the

interviews, it was concluded that's a picture of student obedience to the prevailing norms at Tanete 5 Junior High School is quite good, it can be seen from the record of violations that are still quite a few and there are no fatal violations of norms, the interaction between students looks friendly and disciplined, this is enough to explain that students -Students at the school generally obey the prevailing norms.

Obedience measure according to the students' views is never breaking the rules, some mention breaking it when there is no teacher, and some students mention other answers such as obeying all the rules, breaking due to certain conditions or accidentally, and behaving according to existing rules. According to the principal, adherence to norms is closely related to discipline because discipline is synonymous with diligent students, students who are not diligent are at risk of staying in class and students will be left behind in subjects. Informants from the teacher defined obedience as obedience, disciplined and order to the rules.

#### *B. Efforts Made by Teachers to Improve Student Obedience to the Norms Applicable in Schools.*

The concept of norms is very closely related to morals in this case to students. Norms will be meaningless without being imbued with morality, norms or laws will be empty without morality. Children who have positive morals tend not to violate a norm. Professional teachers should be aware that children who come to school have learned moral education at home from their families and communities. This means that children have attitudes, beliefs and attitudes about morals that they have learned from various sources before they go to school. Teachers must also be aware that the school itself is an indirect source of moral learning. The social atmosphere at school and how teachers behave will have an indirect influence on the moral learning or obedience of children's norms at school. Education in schools is used to develop children's moral knowledge towards achieving curriculum success to produce individuals who obey the norms and have high mortality.

There are various ways that Civics teachers can do to increase student obedience to the norms that apply in schools by linking teaching materials with discipline. It can also be done outside the classroom including the following, through coaching, motivation, example, and providing sanctions for those who commit a violation.

#### *Civics Teachers Foster Discipline*

Through coaching, Civics teachers mean always providing supervision to students, always paying attention to students, introducing students to applicable regulations, and being able to develop the potential of students. This is in line with the opinion of Prayitno, Afdal, Ifdil, & Ardi (2017) which states that the coaching efforts carried out by Citizenship Education Teachers aim to help students recognize, discover, and develop individuals who believe and fear God Almighty, are independent, and physically and mentally healthy. In addition

to Prayitno who stated that the guidance carried out by Civics teachers can improve student discipline, the results of interviews and observations made by researchers strengthen this opinion, as seen from the results of observations made by researchers who often meet Civics teachers who are fostering and reprimanding students who violate the rules. What happens at school. This method has proven to be quite effective in increasing discipline, although some students seem to be forced to discipline or obey the prevailing norms because they are afraid of the teacher [5].

*"As a Civics teacher, it is clear that I am very motivated to enforce student discipline apart from formal responsibilities as well as awareness of my role as a Civics teacher"*

The statement above shows that Civics teachers have motivation in disciplining not because of responsibility alone, but self-awareness. To validate the statement, the researcher confirmed it to the students. The following are the results of interviews with students:

*"The Civics teacher we fear the most because she is the one who acts decisively when there are students who violate school norms or rules"*

In addition, the researcher also observed that Civics teachers were really serious in guiding their students so that their students could become the expected individual. This guidance can be seen from special coaching activities organized by the school and Civics teachers become teachers who are actively involved in these activities, such as directing in the preparation of coaching materials such as character material and student insights.

#### *Civics Teacher as a Motivator*

Civics teachers as motivators can help students to direct students in a better direction so that students have positive personal and behaviour and obey the norms as stated by Surya (2003) which states that basically, motivation contains three main things, namely: 1). to move, means to cause strength in individual students, to lead someone to act in a certain way. For example, the power in terms of memory, effective responses and pleasure tendencies. 2) directing, means channelling behaviour. Thus students provide goal orientation or individual behaviour that is directed at something [6].

Motivation is a strategic step in increasing student obedience to school norms because with this motivation Civics teachers can regenerate enthusiasm in students to pursue student dreams, because remembering students about the dreams they want to achieve will make students excited and concentrate on improving themselves to achieve their dreams.

The form of giving teacher motivation in forming student norm obedience at State Junior High School 5 Tanete is through morning apples while teaching or suddenly motivating students during empty hours. Civics teachers at

State Junior High School 5 Tanete seem easy to assimilate to their students so that students also look respectful and easily absorb input from the teacher. The following is a statement from one student:

*"The Civics teacher here always advises us wherever possible, so not only in class. We were told the school rules that we had to obey and the teacher also explained why we had to obey, so we didn't just get banned."*

The following is a statement from the principal that supports the student's perspective:

*"I don't pay too much attention to the performance of Civics teachers, but what I caught was that he was very strict about discipline and always encouraged students to obey the norms that apply here, that's why I can say that, because it looks like he is often around observing school environment, looking for students who violate"*

From the informant's statement, it is sufficient to explain how Civics teachers try to motivate students to comply with applicable norms, whether the motivation is a verbal explanation or through action.

#### *Civics teacher tries to act as an example*

A teacher is a person whose behaviour will be imitated by students, and the teacher is an example for all students, therefore a teacher must have a good personality to be imitated by students. Through this example, the teacher can provide examples of behaviour. Christine (2009) mentions that some tips are needed, including 1) Do not occasionally skip class / skip teaching, 2) If you are not present, give assignments to students. 3) Create sanctions rules and enforce them consistently, 4) Prevent student mistakes as much as possible. 5) Forgive students' mistakes, 6) Don't be late for teaching often. 7) Make them obey you 8) Don't be picky, 9) Don't be reluctant to reprimand students' mistakes. That way students will imitate and try to obey the existing rules. Through this method, the efforts to discipline students carried out by schools and Civics teachers are very effective, because students will get used to the habits and good behaviour exemplified by Civics teachers [7]. The exemplary attitude of the teacher in teaching obedience to the norms of Civics teachers can be seen in his attitude as stated by the following informants:

*"Our Civics teacher is not only strict when he sees students who violate, but also proven by his attitude that is never late when it is time to enter teaching hours"*

This student statement simply means that their Civics teacher not only speaks to enforce school rules but is also proven by his behaviour that does not contradict his words. The Civics Teacher at State Junior High School 5 Tanete tries to be an example in both words and deeds. This attitude can also be validated by researchers because the teacher does not only seem to force his students to be disciplined, but he

carries out the concept of discipline while in the school environment.

#### *Sanctions*

Giving sanctions to students who violate the rules that apply at school can have a deterrent effect on students. Sanctions given to students at Tanete 5 Junior High School are in the form of sanctions that educate as well as provide a deterrent effect on students. Indra Kusuma in Jungjunan (2012) reveals that the steps for imposing sanctions on students who violate are as follows: 1) Notification, namely notification to children who have acted outside of discipline that can interfere with or hinder the course of the education process, 2) Reprimand, that is, if the notification has been given but the child still commits a violation then a new warning is given to the child. However, a warning is given to a child who has only violated one or two times and does not have to be punished yet 3) This warning is given to a child who has committed a violation several times and has been given a warning for his violation, 4) Punishment is the last action if warnings and reprimands have not been able to prevent children from committing violations [8].

With this step, Civics teachers will provide learning and education to students about the importance of having a disciplined attitude because having a disciplined attitude will prevent students from being punished. The following is a statement from a Civics teacher at the Tanete State Junior High School:

*"Sanctions are mandatory as a deterrent effect given by the school and I as a Civics teacher act as a bridge to implement it"*

The teacher further explained:

*"Sanctions for disobeying or violating are varied, but all of them are educational. Such as cleaning toilets so that they are also aware of school cleanliness, sweeping, sunbathing at hours when the sun still provides health benefits. So, even though it's hard for students, without them realizing it, there are long-term benefits."*

The statement above is sufficient to explain how Civics teachers look serious in giving sanctions to students who violate norms, but still in humane ways and most importantly there is an educative element even though it is a sanction.

#### IV. CONCLUSION

From the results of data analysis, the results of this study are concluded as follows: 1) Description of students' obedience to the norms that apply at State Junior High School 5 Tanete is quite good, it can be seen from the record of violations that are still quite a few and there are no fatal norm violations, the interaction between students looks, it is sufficient to explain that the students in the school generally obey the prevailing norms; 2) Efforts made by Civics teachers to foster student obedience to the norms that apply in schools, namely by acting as coaches, motivators, trying to be good role models and providing sanctions. After the implementation of this research, the authors provide several suggestions that can be taken into account by the school: 1) The results of this study can be used as input in improving discipline for school progress because an orderly school will always create a good learning process; 2) There needs to be a personal approach by the school with students who often violate especially in seeing student problems, what are the reasons students do this and do not view students as subordinates and teachers or the school as superiors; 3) It is necessary to give and instill a personal Islamic touch to students, with students first being reminded to always say after breaking school rules.

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