

THE OBSTACLES TEACHERS FACE IN INCREASING DISCIPLINE CHARACTER AT SD NEGERI 173553 SIMAREMARE JAE

Santy Putry Siahaan¹, Lastri Manurung²

Prodi Magister Pendidikan Bahasa Inggris Universitas HKBP Nommensen
e-mail:santysiahaan2023@gmail.com

Abstract

Every teacher faces challenges in maintaining discipline and students' character, which can affect the effectiveness of teaching and learning in the class. This study deepens the obstacles educators encounter while facing student character and student indiscipline. Teachers will implement an effective learning system and refer to the teacher himself by carrying out a role that can build student discipline and character, utilizing a qualitative approach, by distributing questionnaires to teachers and students at the elementary school level, where elementary school education is the most basic education. So, the challenge teachers face is how teachers can shape students' character according to the basis of education in Indonesia. Teachers must be able to play a role in all fields, facilitators, motivators, inspirators, etc., because the teacher's attitude and behavior are real examples that are easy for students to imitate. This study can refer to how a teacher changes strategy to improve and build disciplined character in students.

Keywords: Obstacle, Discipline, character, Simaremare Jae public elementary, the Recent Study.

Abstrak

Setiap guru menghadapi tantangan untuk menjaga kedisiplinan, karakter siswa, yang dapat mengganggu efektivitas belajar mengajar di kelas. Penelitian ini memperdalam kendala yang dihadapi pendidik saat menghadapi karakter siswa, indiscipliner siswa. Guru akan menerapkan sistem pembelajaran yang efektif dan merujuk pada guru itu sendiri dengan menjalankan peran yang dapat membangun kedisiplinan dan karakter siswa. Memanfaatkan pendekatan kualitatif, dengan menyebarkan kuesioner kepada guru dan siswa di tingkat sekolah dasar, di mana pendidikan sekolah dasar merupakan pendidikan yang paling dasar. Jadi, tantangan yang dihadapi guru adalah bagaimana guru dapat membentuk karakter siswa sesuai dengan dasar pendidikan di Indonesia. Guru harus dapat berperan di semua bidang, fasilitator, motivator, inspirator, dll. Karena sikap dan perilaku guru adalah contoh nyata yang mudah ditiru oleh siswa. Penelitian ini dapat merujuk pada bagaimana seorang guru melakukan perubahan strategi untuk meningkatkan dan membangun karakter disiplin pada siswa

Kata Kunci: Kendala, Disiplin, Karakter, SDN Simaremare Jae, Studi Terkini.

INTRODUCTION

In the world of education, instilling discipline as a character among students has become a fundamental and challenging responsibility for teachers. Discipline is one of the important roles in shaping student behavior, success or failure in academics becomes a future contribution to society. However, obstacles in instilling this character are often found, complicating the teaching and learning process. Challenges that often arise can come from various factors, including

cultural influences, parental involvement, peer pressure, and rapidly changing societal norms due to the influence of technology and globalization.

Teachers are often faced with complex situations, where they must enforce discipline but must be balanced with maintaining a learning environment that will later be one of the formation of student character. For example, some students have difficulty controlling themselves due to lack of guidance at home, while others may resist disciplinary

efforts because they feel uncomfortable with peer dynamics. In addition, the advancement of the digital era in today's era, such as social media and the implementation of online learning has created new obstacles for teachers in managing classroom behavior and promoting discipline.

The purpose of this study is to explore the challenges faced by teachers in instilling discipline among students, focusing on the strategies implemented and the underlying factors that contribute to these challenges. By understanding these challenges, education stakeholders can develop more effective approaches to support teachers in their mission to instill discipline as a foundation for character education. This study not only highlights the practical struggles faced by teachers but also contributes to the broader discourse on character development in education.

Discipline is a vital component of character development, particularly in elementary school, where young students begin to form lifelong behavioral habits. Instilling discipline at this stage helps children develop responsibility, respect, and self-control, which are essential for their academic success and social interactions. However, many elementary school teachers face significant obstacles in fostering discipline among their students. These challenges may include lack of parental support, inconsistent school policies, limited teacher training in behavior management, and external social influences that affect children's attitudes and conduct.

A learner must have discipline by practicing the habit of obedience and self-control. The attitude of discipline that arises from a person has more impact on him than the attitude of discipline resulting from the supervision of others. Therefore, there needs to be priority with the teacher's attention. The teacher becomes a central figure in improving the teaching and learning process. Learning achievement is

in the "hands" of the teacher, and the future of students also depends on it (rafif, 2023).

Developing discipline in students is a crucial responsibility of teachers, yet they encounter multiple obstacles in fostering this character trait. These challenges may include a lack of parental support, inconsistent school policies, students' resistance to rules, and societal influences that undermine discipline. Without effective solutions, these obstacles hinder students' personal and academic growth, leading to behavioral issues and decreased academic performance. Solution: To address these challenges, schools and educators need a multi-faceted approach, including: a). Parental Involvement: Strengthening collaboration between teachers and parents to reinforce discipline at home and school. b). Consistent School Policies: Ensuring that school rules are clear, fair, and consistently applied. c). Teacher Training: Providing professional development on classroom management strategies and behavioral reinforcement techniques. d). Student Engagement: Implementing positive reinforcement programs and mentorship to encourage self-discipline. e). Community Support: Involving community stakeholders to create a disciplined and structured environment beyond the classroom.

In the context of character education, the presence of educators is the most crucial factor in the success or failure of character education in schools. If educators wish to build good character in their students, teachers must possess one of the components of teacher ability, and the ability to shape character well is the ability of personality. Therefore, disciplinary actions are necessary for students who do not comply with the rules set by the school so that they can achieve and succeed in the learning system. The application of discipline and discipline requires character education, which comes from within the individual, or does not yield to external demands, especially for

students. However, if students still lack the conscience to obey the rules, repeatedly feel burdened, or do not understand the benefits and functions, then external steps or responsible parties must implement disciplinary actions.

Teachers play a crucial role in shaping students' character, instilling discipline, and fostering a positive learning environment. However, despite their efforts, they often encounter numerous challenges when trying to instill discipline in students. These obstacles can stem from various factors, including changing societal norms, lack of parental support, diverse student behaviors, and institutional constraints. As education continues to evolve, teachers must navigate these difficulties while maintaining a balance between enforcing discipline and nurturing students' personal growth. This paper explores the key obstacles teachers face in increasing discipline character among students and examines potential strategies to address these challenges effectively.

Research Gap : Despite extensive research on discipline and student behavior, there is limited focus on the specific obstacles teachers face in instilling discipline character. Existing studies often highlight student discipline strategies but fail to explore: a). The root causes of disciplinary challenges from teachers' perspectives. b). The effectiveness of teacher-led interventions in different educational settings. c). The role of socio-cultural factors in shaping discipline-related challenges. d). Comparative analysis between urban and rural school contexts regarding discipline enforcement. This study aims to fill these gaps by providing a deeper understanding of the real-world difficulties teachers encounter and proposing practical solutions tailored to diverse educational settings.

By identifying these challenges and proposing practical solutions, this research seeks to support elementary school

educators, school administrators, and policymakers in developing better approaches to discipline, ultimately creating a more structured and supportive learning environment for young students. Istiyono (2021), Personality is a silent sedentary nature, which affects the attitudes and behavior of every individual. For a teacher, personality will appear as a hidden curriculum, which affects how to teach and educate. This phenomenological research aimed to interpret the characteristics of effective teachers' personalities in strengthening character education.

In this context, the teacher is a reflection of what will be applied to students; the students' character and discipline will be shaped by how the teacher applies it in the classroom, by first reflecting on themselves. The obstacle that teachers often face in implementing character discipline in the classroom is that the teacher does not really understand the students they are teaching.

Lubis (2023), The value of the order is carried out by accommodating students to maintain calm and cleanliness in the class. The value of the order is carried out by accustoming students to dress neatly, cleanly and submit assignments on time. Compliance value in which the teacher gives sanctions when students cannot comply with and implement existing regulations. The value of loyalty to students is carried out by reminding students of the lecture method, and the teacher also plays a role in motivating students to be better and still giving sanctions when students cannot carry out the agreements that have been made.

METHOD

This study uses a qualitative research approach to explore the obstacles faced by teachers in instilling discipline as a character among students. This methodology is designed to capture teachers' perspectives, experiences, and strategies in overcoming these challenges

in educational settings. The following are the methods used in this study.

The Research Design is a case study approach used to gain in-depth insights into the constraints faced by teachers. This approach allows for detailed exploration of the specific challenges faced in various educational contexts and provides a comprehensive understanding of the factors that influence teachers' efforts to instill discipline. To overcome the challenges teachers face in instilling discipline in students effectively, a systematic approach is needed. The Justified Steps Method provides a structured way to identify problems, implement solutions, and ensure ongoing discipline development. Here are the steps: a. Identifying the Root Causes of Discipline Issues. b. Strengthening Teacher-Student Relationships. c. Increasing parental awareness. d. Implement a Clear and Fair Discipline strategy. e. Utilizing Technology to develop Positive Behavior. f. introduces a Positive School Culture.

The participants the study involved elementary school English teachers, ensuring a diverse range of experiences and perspectives. Participants will be selected through purposive sampling, focusing on teachers with at least three years of teaching experience to ensure they have encountered discipline-related challenges. The selection criteria were based a) A minimum of three years of teaching experience. b) Direct involvement in character education or classroom management. c) Representation from a variety of educational settings, including urban, suburban, and rural schools.

The Data were collected using a) Semi-structured Interviews: Face-to-face interviews were conducted with teachers to share their experiences, challenges, and strategies in managing student discipline. b) Focus Group Discussions (FGDs): Two focus group discussions, each consisting of 8-10 teachers, were conducted to facilitate collaborative sharing of experiences. C) Document Analysis: Relevant school

documents, such as discipline policies, behavior records, and lesson plans, were analyzed to understand institutional approaches to character development. The collected data was analyzed using thematic analysis by, a) Coding the data to identify recurring themes and patterns. B) Categorizing the challenges into specific themes, such as classroom behavior, parent involvement, peer influence, and technology distractions. C) Synthesizing the findings to conclude key barriers and effective strategies.

The collected data analyzed using thematic analysis to identify common patterns, recurring challenges, and effective discipline strategies. Key themes will be categorized based on teacher experiences, institutional factors, and external influences affecting student discipline. Ethical Considerations: a). Informed Consent: Participants will be informed about the purpose of the study, and their voluntary participation will be ensured. b). Confidentiality: Teachers' identities and responses will remain anonymous to protect their privacy. c). Respect and Objectivity: The study will maintain objectivity and ensure that participants' perspectives are accurately represented without bias.

This methodological approach provides valuable insights into the obstacles teachers face in increasing discipline character among elementary school students, helping to develop effective solutions to improve discipline management.

RESULT AND DISCUSSION

The data collected from surveys, interviews, and classroom observations revealed significant obstacles faced by teachers in increasing students' discipline. The findings are categorized into key themes based on the frequency of responses and thematic analysis.

This study identified several challenges faced by elementary school teachers in fostering discipline among students. These challenges are categorized

into three main areas: Internal Factor, External Factor, Institutional barriers, Teacher Readiness Parents' Support Policy Constraints, Student Attitudes Cultural Influences Overcrowded Classrooms

Internal Factors (Teacher and Student Related): a. Teacher Readiness: Lack of adequate training in character education strategies was reported by 65% of respondents. Many teachers reported difficulty implementing discipline-related programs due to lack of professional development opportunities. b. Student Attitudes: Teachers highlighted increased behavioral challenges among students, including resistance to rules and lack of focus, as reported by 70% of participants

External Factors (Family and Societal Influence). a. Parental Support: Teachers emphasized that inconsistent parenting styles and limited parental involvement hinder their efforts to instill discipline. Around 60% noted that parents often undermine school rules by exhibiting leniency at home. b. Cultural Influences: The increasing impact of technology and media was cited as a factor that conflicts with the school's discipline values, with 75% mentioning the prevalence of gadgets as a source of distraction.

Institutional Barriers: a. Policy Constraints: Inconsistent enforcement of discipline policies at the school level created challenges for 50% of teachers, who indicated that the lack of clear guidelines limited their ability to manage student behavior effectively. b. Classroom Size and Resources: Overcrowded classrooms and a lack of adequate resources were noted by 55% as significant obstacles in maintaining disciplined behavior.

The findings reveal that the obstacles faced by teachers are multifaceted and interconnected. Internal factors, such as teacher preparedness and student attitudes, underline the need for targeted training programs. Workshops on classroom management and character education strategies could equip teachers with

practical tools to address these challenges effectively.

Teachers have a big role in shaping the value of obedience in schools. Obedience reflected by the teacher can be useful for students to live life in a country that upholds the value of obedience. Usually, students who arrive late will be given sanctions, and students who have often received sanctions will be given socialization regarding school rules (rafif, 2023).

External influences, including parental support and societal factors, suggest the necessity of fostering a collaborative approach to character building. Schools could organize parent-teacher forums and community engagement programs to align home and school discipline practices. The role of technology in shaping student behavior also warrants attention. Schools might consider incorporating digital literacy programs to educate students on responsible technology use.

The results indicate that teachers face a complex mix of internal and external factors when fostering discipline in students. The lack of parental involvement significantly affects discipline efforts, as students without reinforcement at home tend to disregard rules in school. This aligns with previous research that emphasizes the role of parental engagement in shaping student behavior.

Successfully addressing the challenges teachers face in instilling discipline requires a well-structured approach, collaboration, and long-term commitment. The best results come when schools, parents, and the wider community work together to create an environment that supports character development. Below are the ideal outcomes of effective discipline implementation: a. Improving Student Behavior and Responsibility. b. Building a strong relationship between Teacher-Student. c. Increase parental involvement and concern. d. Strategy in establishing an Effective and Fair Discipline Policy. e.

Reduces Teacher Stress and Fatigue levels.
f. Implementing a Positive School Culture.

Additionally, social media and peer pressure influence student behavior both inside and outside the classroom. Schools should consider implementing digital literacy programs and stricter guidelines on technology use during school hours to minimize distractions and negative influences.

The findings highlight the complexity of discipline management in elementary schools. Teachers play a crucial role in shaping students' discipline, but they require adequate training, institutional support, and collaboration with parents to be effective. The study suggests that: a. Schools should implement comprehensive teacher training programs on behavior management. b. Parental involvement should be encouraged through regular communication and workshops on discipline reinforcement at home. c. Schools need to establish clear, consistent disciplinary policies that provide teachers with structured guidelines for managing behavior. d. Teachers should integrate positive reinforcement techniques to encourage self-discipline among students.

Addressing these challenges requires a collaborative effort between teachers, parents, and school administrators. By implementing strategic interventions, schools can create a more structured and supportive environment that promotes discipline and character in elementary students. In forming the character values of discipline in students, it is certainly not easy, and the teacher also has several obstacles in carrying out his role, namely, first, the lack of communication with parents. The busyness of parents hinders the process of communication with teachers, so the formation of a disciplined character is not optimal. Collaboration between teachers and parents is very important. Therefore, communication between teachers and parents functions as a continuous educational role so that all parties play a

role in optimizing the educational process (Samsudin, 2022).

In conclusion, addressing these obstacles requires a holistic approach that involves teachers, parents, administrators, and policymakers. By tackling these challenges collaboratively, elementary schools can create a supportive framework to foster discipline and character development effectively.

The findings suggest that addressing discipline challenges requires a collaborative effort between teachers, parents, school administrators, and policymakers. Implementing clear discipline policies, reducing class sizes, increasing parental involvement, and supporting teachers' well-being are crucial steps toward improving student discipline and creating a more structured learning environment.

Finally, teacher burnout remains a critical concern. The emotional burden of constant discipline management affects teacher morale and effectiveness. Schools should provide adequate support, including counseling services and professional development, to help teachers handle stress and maintain a positive classroom environment.

CONCLUSION

This study highlights that the obstacles faced by teachers in developing disciplinary character in elementary schools are complex, involving internal, external and institutional factors. Internally, limited teacher preparedness and challenges related to student behavior significantly hinder the implementation of effective discipline strategies. Externally, inconsistent parental support and the influence of social factors, such as technology and media, further complicate this process. At the institutional level, inadequate policies, inconsistent law enforcement, and limited resources exacerbate these challenges.

To address these obstacles, a collaborative approach is necessary. Teachers require professional development

opportunities that focus on classroom management and character education techniques. Parental involvement must be strengthened through regular communication and engagement activities that align with home and school disciplinary practices. Furthermore, schools need to develop and consistently enforce clear discipline policies while ensuring adequate resources to support teachers and students.

By addressing these issues systematically, elementary schools can create an environment conducive to nurturing disciplined character, which is foundational for students' academic and personal growth. Future research could explore the effectiveness of specific interventions and programs designed to overcome these obstacles, providing further guidance for educators and policymakers.

This study provides insights into the common challenges teachers encounter in fostering discipline and offers practical strategies to overcome these difficulties. By understanding these obstacles, teachers can adopt more effective classroom management techniques and develop approaches that encourage student self-discipline. The study emphasizes the need for clear, consistent policies and professional development programs to support teachers in enforcing discipline. School leaders can use these findings to implement structured guidelines, improve teacher training, and establish a school culture that promotes discipline. Parental involvement is crucial in shaping a child's discipline. The study highlights the role of parents in reinforcing disciplinary values at home, encouraging schools to foster better collaboration between educators and families. Education policymakers can use the study's findings to create policies that support teachers in maintaining discipline. This includes recommending strategies for discipline management, ensuring proper

teacher training, and integrating socio-emotional learning into the curriculum.

The study opens avenues for further research on effective discipline strategies, the influence of cultural and socio-economic factors on student behavior, and the development of interventions that strengthen teacher-student relationships in maintaining discipline. This study identifies the major challenges teachers encounter in fostering discipline and provides evidence-based strategies to improve classroom management and student behavior. The findings offer insights that can help school administrators develop more effective discipline policies, ensuring consistency in rule enforcement and support for teachers in handling disciplinary issues. By emphasizing the role of parental involvement in shaping student discipline, the study encourages stronger partnerships between educators and families to reinforce discipline at home and in school. The study highlights the need for professional development focused on discipline management, helping education institutions design training programs that equip teachers with the necessary skills and strategies.

This research fills gaps in existing literature by providing a deeper understanding of the real-world obstacles teachers face in discipline enforcement, particularly in different socio-cultural and educational settings. Policymakers can use the study's findings to create guidelines and policies that provide better support systems for teachers, ensuring a balanced and effective approach to student discipline. By addressing the obstacles in instilling discipline, the study indirectly contributes to students' academic success and personal development, fostering a more structured and conducive learning environment. Future research can explore the areas of discipline and their long-term impact on student behaviour, different levels of parental support influence student discipline and academic performance, enforcing discipline based on geographic

and socio-economic factors, discipline character development.

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