

How to Improve the Ability of Social Sciences Teachers to Improve Middle School Student Learning Discipline

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The objectives of this study are: 1) To determine the ability of social studies teachers to teach social studies to improve students learning discipline in SMP Negeri 8 Palu. 2) To determine the obstacles faced by social studies teachers in improving student learning discipline in Palu 8 Public Middle School. The method used in this research is a qualitative method. Qualitative research is a factual problem-solving method of research that is equipped with both primary and secondary data, that is accurate about the state of the object of research. As well as systematic elaboration, descriptive research is interpreted as the research carried out on independent variables, i.e. without making comparisons with other variables. The results of the study show that: 1) Social Studies teachers at Palu 8 Middle School already have good abilities and can discipline students in learning, because the social studies teachers already have professional competence; 2) The most basic obstacle faced is still the lack of student motivation towards social studies subjects, it was determined that social studies subjects are less desirable and students are less motivated to study social studies subjects.

Key words: *Teacher's ability, learning discipline, Social Sciences, Palu.*

Introduction

Education is the whole process of human formation and development; therefore, education programs must include, education to know, education to do, and education to become. Education to become (*education for becoming*), is defined as the potential of moral education and personality values known as Education.

It must be acknowledged that each subject is always required to be able to integrate the three components. IPS is a subject that emphasizes the giving of high values and morals that can be seen in student learning discipline. This is very important considering that the goal of national education is not only to create intelligent and creative individuals, but also create individuals that have good morals, as stated in RI law No.20 of 2003 concerning the National Education System in Chapter II Article 3, namely:

National education functions to develop capabilities and form a dignified character and national civilization in order to educate life, aiming at the development of potential students to become human believers and fear God Almighty, having a noble, healthy, faithful, capable, creative, independent and being a citizen of a democratic and responsible country.

In addition to the explanation above Misnah (2014: 43), describes that Social Studies Learning:

Relates to human life which involves all behaviour and needs. In fact, all social studies learning must be able to present real events in the community where they grow and develop. Therefore, a person must be able to apply IPS values in all kinds of environments where individuals and groups are located.

Social studies subjects are designed to help develop knowledge, understanding, and analytical skills towards the social conditions of the community in entering dynamic community life, one of which is environmental problems. Misnah (2014: 44) said that:

In the context of social studies, education as a science of study that has wide-ranging learning experiences. This field of work includes the symptoms and problems of human life in society. Social studies subjects teaches students about the symptoms and problems of people's lives, it is not based on theory and science, but on the reality of social life.

In social studies learning, the most important thing for a teacher to instil are the values of student learning discipline. Based on the results of preliminary observations in PALU N 8 Middle School, the author sees that student discipline is still lacking. This can be seen during the teaching of social studies subjects in the classroom, where the authors noted that there

were some students who are not in the room, missing out on vital education. Based on the results of interviews with two social studies teachers, Yuliani explained,

"Still the presence of students while learning is taking place, students often go in and out of the room, are noisy, and sometimes found students who sleep while learning is still ongoing." Hartini described that,

"There are still students who lack discipline as students who arrive late to school and do not comply with the prescribed rules and how a teacher applies student discipline both in attitudes and interest in learning, especially social studies especially those that may still be subjects which is not only boring in the eyes of students but also gives students dislike of social studies learning."

From the narrative of the two teachers above, the lack of discipline of students in learning can be due to the lack of competence and discipline by the teacher. For example, this can be seen through the teacher's ability to carry out learning that is related to professional and social competencies, or the teacher's lack of interest in delivering the relevant material to the class. Furthermore, the teacher's methods of teaching can cause students to get bored, resulting in a group of students trying to learn while there is another group of students leaving and entering the classroom, being noisy and skipping the class all together as they do not like the content covered in social studies.

Theoretical Study

Ability of Teachers

Mulyasa (2008), citing from Gordon's opinion explains that several aspects and domains contained in the concept of competency are as follows: ability is something that an individual has to use to complete the task or work assigned to him. For example, the ability of the teacher to choose, and make simple teaching aids to provide learning convenience to students.

Teacher Competence

According to Gunawan (2014: 16), competence is a number of abilities that students must possess in certain subjects as a reference for developing competency indicators (attachment to Permendiknas number 22 of 2006). The scope of social studies subjects includes aspects as follows:

- a. Human, place and environment,
- b. Time, sustainability and change,

- c. Economic and welfare behaviour,
- d. Social and cultural systems.

In addition, according to Mulyasa (2008: 26), teacher competence is "a combination of personal, scientific, social, and spiritual abilities that formally form the competence of teacher professional standards which include mastery of material, understanding of students, educational learning, personal development and professionalism."

According to Hamalik (2002: 38), teacher competence has a characteristic that is that the teacher's position is seen a professional position. The teacher in this paper is a teacher who performs his functions at school. In that sense, there has been a concept that professional teachers who work to carry out the functions and objectives of the school must have competencies, which are required so that the teacher is able to carry out their duties properly. Without ignoring the possibility of differences in competency demands, those characteristics will be reviewed from various aspects of teacher responsibility, functions and roles, the purpose of school education, and the role of teachers in the teaching and learning process. Based on the above description of teacher competence, it can be defined as the mastery of knowledge, skills, values and attitudes reflected in the habit of thinking and acting in carrying out the profession as a teacher.

Law No. 14 of 2005 concerning Teachers and Lecturers in Article 10 paragraph (1) states that, "Teacher competency as intended includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education."

Professional Teachers

Before we discuss more about professional teachers. We need to know first what the meaning of professional teachers is according to Hamalik (2002: 33), "professional teachers are teachers who have certain components according to the statements demanded by the teaching profession." Professional teachers always master the material or subject matter that will be taught in the classroom and always develop their skills in a sustainable manner.

Professional teachers are teachers who mix their quality and integrity. They not only provide learning for their students but they also focus on learning for themselves because times have not changed, and they must continue to improve their abilities and skills in various fields.

The teacher is an important component in the teaching and learning process. A teacher participates in an effort to shape potential human resources in the field of development. The definition of a professional teacher, according to experts is a person who has the authority

and responsibility to educate their students, both individually and classically, at school or outside of school.

Professional teachers are highly sought after in Indonesia because they can improve the quality of education. Students should be educated by professional teachers so that the quality of students increase. The teacher must have at least basic competencies as a form of authority and ability in carrying out their duties. According to Hamalik (2002: 14) professional teachers have characteristics:

1. Teachers have a commitment to students and their learning process.
2. The teacher masters in depth the materials in depth / subjects taught and how to teach them to students.
3. The teacher is responsible for monitoring student learning outcomes through various evaluation techniques, starting from the way of observing students' behaviour to learning outcomes tests.
4. The teacher is able to think systematically about what he did and learn from his experience.
5. Teachers should be a part of the learning community in their professional environment.

Besides that, Hamalik (2002: 36), describes professional teachers as having criteria. The teacher is a professional position that requires a variety of special skills, as a profession. Then it must meet professional criteria, (the results of the UPI Bandung teacher education curriculum development workshop) as follows:

- a. Physical
 - Physical and spiritual health
 - Do not have physical disabilities that can cause ridicule / ridicule or feeling sorry for students.
- b. Mental / personality
 - Personality / soulless Pancasila.
 - Noble character.
 - Creative souls, can take full advantage of the existing sense of education.
 - Able to develop high intelligence.
 - Open, sensitive and innovative.
 - Love nations and fellow humans and love for students.
 - Showing love for his profession.
 - Obedience will be disciplined.
 - Have a *sense of humour*.

c. Scientific / knowledge

- Understanding the knowledge that can underlie personal formation.
- Understanding the science of education and teacher training and being able to apply it in their duties as educators.
- Understanding, mastering, and loving the knowledge that will be taught.
- Have sufficient knowledge about other fields.
- Nice to read scientific books.
- Understand the principles of teaching and learning activities.

d. Skills

- Able to act as an organizer of the teaching and learning process.
- Able to arrange learning material on the basis of structural, interdisciplinary, functional and technological approaches.
- Able to solve and implement good teaching techniques in achieving educational goals.
- Understand and be able to carry out activities and education outside of the school.

Being a professional teacher is an intelligent teacher who always wants to learn and develop their knowledge and develop skills to be a smarter teacher. Concerned about the development of education in their environment, teachers must discuss, be sensitive to what appears, always ask questions and simultaneously find out the answers, in other words develop research and become smarter ([http: // Becoming a Professional Teacher - Cyber Sabili Friendly and Decisive Friendly](http://Becoming_a_Professional_Teacher_-_Cyber_Sabili_Friendly_and_Decisive_Friendly). Accessed November 3, 2018).

Discipline

According to the large Indonesian dictionary, the definition of discipline is as follows: 1. Order (school, ministry, etc.), 2. Obedience (compliance) to rules and regulations, etc. (Indra Santoso, 2002: 208).

The word Discipline originates from the Latin words *Discere*, which means learning and *Disciplina*, which means teaching or training. Therefore, the word discipline experiences several changes in meaning in several senses, namely discipline can be interpreted as obedience to regulations or subject to supervision and self-control. Discipline can also be interpreted as an exercise that aims to develop themselves in order to be more orderly.

Kadir (1994: 80), describes discipline as "compliance with regulations or subject to supervision or control. Discipline aims to develop character to be able to control themselves,



so that they behave in an orderly and efficient manner." According to Djamarah (2002: 12), discipline is "an order that can regulate the order of personal and group life." This is in line with the second goal of character education, which is to correct the behaviour of students who do not conform to the values developed by the school.

This goal means that character education has a goal to straighten up negative behaviour to become positive. So, discipline has an important role in achieving national education goals that lead to the development of various Indonesian human characters because student learning is strongly influenced by the most basic factors, namely discipline, in addition to environmental factors, both family, school, and a students' own talents.

According to Pramana, Nursisto (2010: 42):

"Discipline is a condition that is created and formed through processes and a series of behaviours that show the values of obedience, loyalty and or order." Whereas according to Wikipedia (1993: 119) states: "the purpose of school discipline is to create a safe and comfortable learning environment, especially in class."

Talking about student discipline, cannot be separated from negative behavioural problems in students, which is increasingly alarming. A variety of negative actions are undertaken by students in schools from cheating, skipping class, extorting to abusing drugs, sex, stealing to violations that are more harmful / detrimental to themselves and others.

Student behaviour is formed and influenced by various factors, including environmental, family and school factors. It cannot be denied that school is one of the dominant factors in shaping and influencing student behaviour. In school, a student interacts with the teacher who educates and teaches him. The teacher's attitude, example, creation and words that are seen and heard and considered good by students can seep in so deep in his sanitary heart state and the impact sometimes exceeds the influence of his parents at home. The attitudes and behaviours displayed by teachers are basically part of increasing the discipline of students at school. All forms of indiscipline in students in schools certainly require prevention and prevention efforts.

Social Studies Learning

The term learning is increasingly being heard in current school education studies. This term is the development of the term "teaching and learning process" (PBM). The development of this term is accompanied by an emphasis on the meaning in the practice of teaching and learning activities (KBM) in schools, so that in education in schools, learning is the most important activity. This means that the success of achieving educational goals relies on how the

learning process can take place . A teacher's understanding of the meaning of learning will greatly influence the way the teacher teaches ([http: // Definition](http://Definition) of JOESAFIRA blog_files Learning. Accessed November 3, 2018).

Social science or social *studies* are knowledge about everything related to society. In Indonesia, social science lessons are adapted to various social perspectives that have developed in the community. Studies on society in social studies can be conducted in a limited environment, namely the environment around the school or students, or in a broader environment, namely the environment of other countries, from both the present and in the past.

According to Trianto (2010: 171), Social Sciences (IPS) is an integration of various social sciences, such as sociology, history, geography, economics, politics, law and culture. Social science is formulated on the basis of reality and social phenomena which embody an interdisciplinary approach from the aspects and branches of social sciences (sociology, history, geography, economics, politics, law, and culture). Social Studies or Social Studies is part of the school curriculum derived from the material content of branches of social sciences: sociology, history, geography, economics, politics, anthropology, philosophy and social psychology.

The understanding and definition of learning according to Knowles is that learning is a way of organizing learners to achieve educational goals. According to Woolfolk, learning is a process when something relative produces lasting changes in knowledge and behaviour ([http: // Definition](http://Definition) and Definition of Learning by Experts - Definition - CARApedia htm. Accessed November 3, 2018).

Social Studies Education

Social studies education is a simplification of the disciplines of social sciences, state ideologies and other scientific disciplines related social problems, which are organized and presented scientifically and psychologically for the purpose of education at the level of primary and secondary education. Based on this, social studies education is born and developed in a community environment based on the discipline of social sciences.

Furthermore, as described from Misnah (2014: 43), IPS education is a coordinated and systematic integrated study of several disciplines of social sciences and humanities such as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as the appropriate material from the humanities, mathematics and natural sciences.

Besides the description of the Misnah (2014: 45), also in social studies, education is the human life which consists of several very complex aspects, based on human life. These aspects can be categorized by space (natural and non-natural), time (past, present, and future) and values or norms that must be obeyed as citizens and citizens. These aspects require experience, knowledge, skills, attitudes, creativity, use of technology, and adaptation to the prevailing culture. Through social studies education students are expected to acquire the knowledge, skills, attitudes, and scientific experiences and insights, which in turn can be applied to everyday life in the environment with full commitment and responsibility.

Research Methodology

The method used in this study is a qualitative method. Qualitative research is a method of solving problems that are factually examined and are equipped with both primary and secondary data that is accurate about the state of the object of research as well as systematic elaboration, descriptive is interpreted as research carried out on independent variables, i.e. without making comparisons with other variables.

Creswell (2003: 05), describes qualitative research that departs from the phenomenological paradigm whose objectivity is built on the formulation of certain situations in certain situations as experienced by certain individuals or social groups, relevant to the purpose of the research.

Qualitative research interprets and tells the data concerned with the current situation, attitudes and views that occur in the community, the contradiction of two or more circumstances, the relationship between variables, differences between facts, the effect on a condition. The problem examined and investigated by qualitative descriptive research refers to quantitative studies, comparative studies, and can also be a one-element correlational study with other elements. Usually this research activity includes collecting data, analysing data, interpreting data, and ending with a conclusion that refers to analysing the data.

The data collection technique is the most strategic important step in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, the researcher will not get data that meets the specified data standards.

Results and Discussion

Ability of Social Studies Teachers to Improve Student Learning Discipline in Learning

The competencies of social studies teachers in SMP Negeri 8 Palu are related to the ability of social studies teachers to improve student learning discipline in learning, namely: professional competence and social competence.

1. Professional competence.
 - 1) The ability to master the educational foundation, for example understanding education goals, curriculum objectives, and learning objectives.
 - 2) Understanding in the field of educational psychology, for example understanding the development of students, understands learning theories.
 - 3) Ability to apply various learning methodologies and strategies.
 - 4) Ability to design and utilize various media and learning resources.
 - 5) Ability to compile learning programs and carry out learning evaluations.

Professional competencies are competencies or abilities related to the completion of teacher assignments. This competency is very important because related to the performance displayed by the teacher, teacher professionalism can be seen from this competency. Some of the teacher's abilities related to these competencies include:

a. The ability of teachers to utilize learning media

Learning media in general is a tool teaching and learning process. Everything that can be used to stimulate thoughts, feelings, attention and abilities or skills of students so that it can encourage the learning process.

It is a fact that students get a broader and varied experience when the teacher applies learning media. So, it is quite reasonable for the school to give students as much experience as possible. To achieve this, schools must use as much media as possible that can provide a variety of experiences to students. Furthermore, the creative use and application of media will increase the likelihood for students to learn more, keep in mind what they learn better, and improve their appearance in gaining skills according to the learning objectives.

Based on the results of interviews with Ms. Yuliani, S.Pd, who stated that "students in class VII of SMP Negeri 8 Palu really like the media of books and picture media because they are very easy to access and obtain so they can facilitate them in the learning process." From the results of observations and interviews, it was concluded that the teacher can use the media well in the provision of material during the teaching and learning process, although there are some types of media that are less supportive, namely projectors that cannot be utilized properly due to the limited number of projectors available. However, the creativity of teachers in utilizing other media to improve student learning discipline, especially in social studies subjects has been very good.

b. Teacher's Ability in the Future of Curriculum

The curriculum plays an important role in education, because it relates to determining the direction, content and process of education, which ultimately determines the qualifications of graduates of an educational institution. Along with the times and demands of the community, the world of education must innovate in education. Educational innovation will run and achieve its goals if the education program is designed and implemented in accordance with the conditions and demands of the era. As an implication of the importance of educational innovation requires awareness of the role of the teacher.

Because of the duties and positions assigned to the teacher, the teacher must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to recognise national education goals. Teacher competencies include pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education.

The curriculum has two equally important sides, namely the curriculum as a document and curriculum as its implementation. As a curriculum document serves as a guide for teachers and the curriculum as implementation is the realization of these guidelines in learning activities. The teacher is one of the important factors in the implementation of the curriculum.

Based on the results of interviews with students, a student named Nabillah stated that, "the implementation of the curriculum carried out by social studies teachers has been very good where students are taught to be more active in learning so that students' abilities can increase."

Teachers have an important role in the implementation of the 2013 curriculum in SMP Negeri 8 Palu, because teachers interact directly with students in the learning process. However, teachers are not the only parties responsible for the success of a curriculum. Because the curriculum can be implemented well if there is unity and continuity between the components.

c. Teacher's Ability in Using Learning Strategies

In the use of learning strategies there are things that must be considered by the teacher so the learning process can run well. The learning process of education should be carried out interactively, be inspirational, fun, challenging, should motivate students to actively participate, and providing sufficient space for initiatives, creativity, and independence in accordance with the talents, interests and physical, and psychological development of students and improving participant discipline. Active learning strategy is a learning that invites students to learn actively.

When students actively learn it means those who dominate learning activities actively use the

brain, both to find the main ideas to solve problems or to apply what they have just learned into a problem that exists in real life. With this active learning, students are invited to participate in all learning processes, not only mentally but also physically.

Based on the results of the interviews, a student named Arini stated that active learning strategies greatly enhance the enthusiasm of student learning in the classroom and make students more disciplined in learning.

d. Teacher's Ability to Utilize Learning Resources Diverse

Learning resources around the lives of students, both *designed* and *non-designed* have not been used optimally in learning. Most teacher tendencies in learning use textbooks and teachers as the main learning resources of the many learning resources, only textbooks are widely used. As well, many learning resources in libraries are not yet known and their use is unknown. This situation is exacerbated where the use of books as a source of learning still depends on the presence of the teacher, if the teacher is not present, then other learning resources cannot be used by students. Therefore, the physical presence of teachers is absolutely necessary, on the other hand there are actually many learning resources around the lives of students that can be used for learning.

Based on the results of interviews with the principal, Mr. Mursida Said, S.Pd stated that, in utilizing learning resources, the teacher has the responsibility of helping learners learn to learn more easily, more smoothly, more **directed**. Therefore, teachers are required to have special abilities related to the use of learning resources.

Social competencies Social

Competence is the ability of teachers to communicate and interact effectively with students, fellow educators, education personnel, parents / guardians of students, and the surrounding community. This competency has sub-competencies with essential indicators as follows:

- 1) Being able to communicate and get along effectively with students has an essential indicator: communicating effectively with students.
- 2) Able to communicate and get along effectively with fellow educators and education staff.
- 3) Able to communicate and get along effectively with parents / guardians of students and the surrounding community.

Ability is the capacity of a teacher to perform various tasks in a job. Based on the interview with the principal, Mursida Said S.Pd., "That social studies teachers already have the ability

to improve student learning discipline this is seen from the ability in the context of designing social studies learning." In terms of professional competence and social competence, where teachers must understand the psychology and development of students and be able to communicate well with students so that students can be disciplined. better.

Each teacher is certainly expected to have the ability or professionalism in carrying out their duties both as educators, teachers, and as trainers. These three elements (educating, teaching, and training) are the main tasks of the teacher. Based on the results of the interview, a student named Febriza Putri Andita said that:

"The ability of teachers to improve student learning discipline is very good because teachers often provide motivations in learning so that students become more enthusiastic in following the learning process and teachers also prioritize discipline in learning this can be seen by the existence of sanctions against students who are less disciplined."

Being a professional teacher is an intelligent teacher who always wants to learn new knowledge and how to learn to be a smarter teacher. Concerned about the development of education in their environment, teachers must discuss, be sensitive to what appears, always ask questions and simultaneously find out the answers, in other words develop research. In an interview with a student named Avanti, she stated that, "The ability of teachers to improve student learning discipline is very good because this is the teacher's activities to create an atmosphere that makes students mentally ready and raises the attention of students who are focused on things to be learned in class."

In matters of disciplinary learning, the teacher's role is very important because the teacher in is forming or helping students so that discipline can be be said to be difficult. There are not many students who develop the rules so that the teacher is forced to give punishment which is expected to deter the perpetrator.

The ability to create and develop learning implementation plans (RPP) is the first step taken by the teacher and as an estuary of all theoretical knowledge, basic skills and a deep understanding of learning objects and learning situations. The development of lesson plans is very important for teachers to explain learning objectives that are clearly in accordance with the professional competence of teachers so that they can further improve student learning discipline towards social studies subjects in SMP Negeri 8 Palu. This was revealed by a student named Nura Ramadani that.that:

"The ability of teachers to improve discipline of learning already looks good because when in social studies learning an explanation of the purpose of learning and presentation of subject matter that has been given by the teacher is organized in a systematic manner. In addition, the

teacher prioritizes discipline in learning, this is seen from the provision of constructive sanctions against students who lack discipline in the learning process in class. "

Inhibiting Factors of Social Studies Teachers in Implementing Learning to Be Able to Improve Student Learning Discipline

The attitude of a professional teacher is demanded with a number of minimum requirements, among others: having adequate professional education quality, having scientific competence in accordance with the field, having good communication skills with Shiva, having a creative and productive spirit, having a good work ethic and a high commitment to their profession, and always carrying out self-development continuously (*continuous improvement*) through professional organizations, the internet, books, seminars and the like.

The obstacle to the ability of social studies teachers in learning to be able to improve the discipline of learning by social studies teachers is the lack of students' interest in social studies subjects. The problem of IPS learning time is that it is less effective and efficient and the lack of response regarding the importance of increasing discipline. In teaching and learning activities many students come in and out of the classroom, students are too lazy to learn or take part in the teaching and learning activities and do not complete the tasks given to them by the teacher. The efforts made by social studies teachers in overcoming these problems are to provide sanctions that are constructive to students and in addition to sanctions, warnings are also given to students who commit violations.

In the process of education and teaching activities, the most important elements include how teachers can stimulate and direct students in learning, which in turn can encourage students to have an optimal interest in learning. Teaching can stimulate and guide with various approaches, where each approach can lead to achieving different learning goals. But whatever the subject teaches it is essentially helping students to acquire knowledge, skills, attitudes and ideas and appreciation that leads to changes in behaviour and student growth.

Based on the results of interviews taken from informants, the attitude of the teacher greatly affects the level of discipline of students in learning and can help to improve student learning discipline. A teacher must have a good attitude in teaching social studies learning so that it can attract students' interest in learning and students have the willingness to study in groups. As expressed by Meisya Alisa, "the role of the teacher as a firm and relaxed educator / motivator in learning can make students interested in participating in social studies in class."

This is in line with the interview with the principal Mursida Said S.Pd who said, "every teacher in the study field must inform each other of information, must join the MGMP, must master technology, teacher performance must be improved in relation to improving

discipline, and frequently seeking information related to improvement discipline to improve quality." The results of interviews with social studies teachers Yuliani S.Pd, said that the obstacles in social studies learning are, "students who get low semester exam scores, this is indicated by the average value obtained does not reach the specified criteria, students are easily discouraged in learning, this is indicated when students are given practice questions and the student does not do it students are more likely not to try to be able to do it, students have more attitudes such as chatting, disturbing friends who are learning and lazy in learning, easily drowsy and lacking concentration in learning these social studies."

Social studies teacher Yuliani S.Pd said that related factors influence learning. If a student has a disciplined attitude in his learning activities, his obedience and perseverance in learning will continue to increase, resulting in better learning achievements . So, if students have a high discipline attitude in learning activities, of course the learning achievements obtained will be better.

The teacher is responsible for shaping students' discipline. One of them is the professional competence possessed by the teacher. Student discipline can be seen from the teacher's ability to shape students' discipline in learning, especially in social studies learning in SMP Negeri 8 Palu.

Discussion

After presenting the field data that was successfully collected, through the interview and documentation guidelines, furthermore the research problem discussed was formulated. The problem formulation in this study is as follows.

The Ability of Social Studies Teachers in Implementing Social Studies Learning to Improve Discipline in Student Learning in SMP Negeri 8 Palu

Firstly the ability of teachers in improving student learning discipline in learning was discussed and analysed. Based on the data that has been presented and explained, the social studies teacher at SMPN 8 Palu, already has good abilities and can discipline students in learning. This is because in improving student learning discipline in social studies teachers already have social competence such as providing learning motivation, giving advice and giving sanctions to students who lack the discipline and personal competence such as always setting a good example in the school environment.

The teacher is one of the human components in the learning process that plays a role in the effort to form human resources that have the potential in the field of development. Therefore, the teacher is one of the elements in the education sector that must play an active role in

placing his position as a professional in accordance with the demands of an increasingly developing society. In connection with this, the teacher has a unique and very complex role in the teaching and learning process, in an effort to deliver students / students to the level they aspire to. Therefore, every teacher's activity plan must be able to be occupied and justified solely for the interests of students, in accordance with their profession and responsibilities (Usman, Uzer 1994: 17).

As for those relating to the ability of teachers in improving student learning discipline in learning, the leader (headmaster) always gives strict direction to each teacher concerning the task of the teacher, in addition to teaching also acts as an educator, fostering and guiding students so that they can be examples or role models, both within the school and in the community. This can be seen about the role of the teacher according to Rusyam, Tabrani (1996: 28), that is as follows:

Regarding its function as "teacher, educator and mentor", it is necessary to have various roles from the teacher. The role of the teacher will always describe the expected behaviour patterns in various interactions, both with students (the main), fellow teachers, and with other staff. From a variety of interactions, teaching and learning can be seen as central to its role, because it is well realized or not that most of the time and attention of teachers is devoted to working on the learning process and interacting with students.

It is important for the teacher to pay attention to the increasing of the discipline of student learning in learning, that is, social studies teachers have carried out and carried out their roles as teachers. First, the role of the teacher as an educator has been carried out and implemented, namely by disciplining and controlling each student so that the behaviour of students does not deviate from the norms that exist in school. The second role of the teacher is motivating students, in this case, it is giving motivation about the importance of discipline in learning. The third role of the teacher as a supervisor is also done by the teacher, namely by planning goals and identifying competencies to be achieved and always involving students in learning. The fourth role of the teacher as an advisor, this is done by the teacher who works to understand students by always providing educative advice and sanctions. In addition, from the four things above, the teacher must be able to make himself as a role model to the students. Teachers should be exemplary in terms of discipline, be well-dressed and always give advice, reprimand and sanction students and educate said students to discipline themselves. Teachers must be normal, open and avoid all despicable actions and behaviour that will degrade their dignity as an educator. This has been done by social studies teachers at SMP N 8 Palu, every teacher always gives examples of exemplary behaviour to students, an example of this is being neatly dressed and always giving advice to students about discipline, education and mutual respect for others.

Social studies teachers have good ability to improve student learning discipline in learning, teachers always advise students who are less disciplined that if they do not heed the advice given, then they are given a warning not to repeat the violations. If this still does not heed the warning given, the student will be given an educative sanction, if it still does not make a pass, the last step taken by the social studies teacher at SMPN 8 Palu is to give an incomplete value to students who are not disciplined in learning. Tabrany Rusyam (1996: 17), suggests the ability that must be possessed by a teacher in carrying out learning, namely: "The ability of teachers to prepare lesson plans. Before carrying out learning, the teacher must first prepare the lesson plan as a reference for the teacher in implementing learning." In preparing the RPP have steps 1) by including identity, consisting of: the name of the school, subjects, class, semester, competency standards, basic competencies, indicators or time allocation. 2) formulating learning objectives, for example, describing social interactions indicators of social interaction namely conversation (talking with friends and teachers), mutual understanding (respecting others), openness (willingness to open up), working together (willingness to help), giving support or motivation (mutual support from one another) and positive feelings (creating a comfortable and pleasant atmosphere).

Judging from the preparation of the RPP, the teacher has the ability to discipline learning, so that students can find out about the social studies learning material. One of them is the material of social interaction, when in learning the teacher gives assignments related to social interaction material and the material is given no later than 5 minutes so that students can have discipline when studying.

Thus, the teacher has fulfilled the requirements in carrying out his duties and responsibilities as a teacher especially in improving student learning discipline in learning.

Inhibiting Factors of Social Studies Teachers in Implementing Learning to Be Able to Improve Student Learning Discipline in SMP Negeri 8 Palu

Based on the data obtained through interviews conducted by researchers with social studies teachers at Palu 8 Public Middle School, there are several things that become obstacles for social studies teachers.

The obstacle to increasing student learning discipline found by researchers to be the lack of learning media. Learning media is a supporting factor in improving student learning discipline, because with the instructional media the teacher can plan, compile and implement what they want students to achieve.

According to Muhibbin Shah, (2010: 170) there are two kinds of factors causing barriers to learning learners including:

1. Student internal factors, namely things or circumstances that occur purely to the student itself.
2. Students' external factors cover all situations and environmental conditions that do not support the students learning activities in the class.

A fairly fundamental obstacle in improving student learning discipline is still the lack of student motivation towards social studies subjects. Teachers must work to better understand the wishes of their students and the ways they can stimulate students in learning. Therefore, the role of the teacher is to always provide motivation to students, and provide advice to students for the future. The teacher should also always give appreciation to their students after learning, so that it can create effective learning.

From the explanation above, it is seen that the barriers to learning are not only because of teachers who are less professional and cannot provide good teaching, and a lack of inadequate educational facilities. the barriers are divided into two factors. As for Achmadi & Shuyadi, (1985: 63) inhibiting factors in social studies subjects include:

1. Students who get semester exam scores are low.
2. Containers for teachers to carry out "*in service training*" such as PKG or MGMP effectiveness still need to be questioned and inadequate.
3. Poor school management.
4. The facilities provided by the school are very limited.
5. The quality of teaching teachers is not sufficient.

To overcome these obstacles it is necessary to develop an open democratic nature of teachers, there needs to be active participation from the students who also must be polite, and respect each other The teacher can be a role model for students, paying special attention to their students and teachers must use various teaching methods and forms of media during the learning process so that students are motivated in learning social studies. The ratio of teachers and students is proportional, each party needs to know the background of both the teacher and students.

Conclusion

Based on the examination of the problems described in the previous chapter, in this section the research conclusions need to be formulated as well as answering the research questions as follows.

1. Social studies teachers at Palu 8 Middle School already have good abilities and can discipline students in learning, because social studies teachers already have professional competence. This can be seen through teachers using learning media, teachers implementing the curriculum, using learning strategies, and teachers utilizing learning resources that prioritize discipline and social competence, such as the ability of teachers to communicate and interact effectively with students to be able to improve student learning discipline.
2. The most basic obstacle is still the lack of student's motivation towards social studies subjects, so that social studies subjects are less desirable and students are less motivated to study social studies.

Suggestions

There are several things that need to be conveyed as suggestions in this study. The first is improving student learning, discipline in learning cannot be separated from the role and support of the principal as a leader who is authorized to give advice to the teacher. So the role of the teacher as educator, teacher, mentor and advisor can be carried out more optimally. Thirdly, improving students learning discipline is more expected to provide motivation to students to be able to discipline themselves in learning.



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