

How to Improve the Ability of Social Science Teachers' Improvement of the Middle School Student Learning Discipline

Misnah^a, Andi Dewi Riang Tati^b, Bahri^c, Humaedi^d, Rizal^e, Mahfud M. Gamar^f, ^aFKIP Tadulako University, ^bElementary School Education Study Program, Faculty of Education, Makassar State University, ^cHistory Education Study Program, Faculty of Social Sciences, Makassar State University, ^dPhysical Education Health and Recreation FKIP Tadulako University, ^ePGSD FKIP Tadulako University, ^fTadulako University, Email: [a](mailto:misnah@untad.ac.id)misnah@untad.ac.id, [b](mailto:d3wi1979@gmail.com)d3wi1979@gmail.com, [c](mailto:bahri@unm.ac.id)bahri@unm.ac.id, [d](mailto:humaed@untad.ac.id)humaed@untad.ac.id, [e](mailto:rizal_pgsd@untad.ac.id)rizal_pgsd@untad.ac.id, [f](mailto:gamarunggul@yahoo.com)gamarunggul@yahoo.com

The objectives of this study are: 1) To determine the ability of social studies teachers to carry out social studies learning to be able to improve student learning discipline in SMP Negeri 8 Palu. 2) to find out the obstacles found by social studies teachers in improving student learning disciplines in Palu 8 Public Middle School. The method used in this research is the qualitative method. Qualitative research is a factual problem-solving method 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, description is interpreted as research is 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 social studies teachers already have professional competence; 2) The most basic obstacle is still the lack of student motivation towards social studies subjects, so that social studies subjects are less desirable and students are less motivated to study social studies.

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

Introduction

Education is a 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 the potential of moral education and personality values known as Education. It must be admitted that each subject is always required to be able to integrate the three components. IPS is a subject that emphasises 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, creative people but also to have good morals, as stated by 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 the Misnah (2014: 43) described that Social Studies Learning:

Relates to human life which involves all behaviour and needs. In fact, every 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 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 it has a wide-ranging learning experience His field of work includes the symptoms and problems of human life in society. The pressure that social studies learns about the symptoms and problems of peoples lives is not on theory and science, but on the reality of social life.

In social studies learning, the most important thing to be noticed by the teacher is to instil the values of student learning disciplines in learning. Based on the results of preliminary observations in PALU N 8 Middle School, the authors see that student discipline is still lacking because social studies learning is taking place in class. The authors see there are some students who are not in the room, then 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, 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 indiscipline of students in learning can be due to the ability of the teacher from the aspect of competence; discipline is still lacking.

Theoretical Study

Ability of Teachers

Mulyasa (2008), citing from Gordons opinion explains several aspects and domains contained in the concept of competency as follows: ability is something that an individual has to do 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 is characteristic of a teachers position in 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 these 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 mastery of knowledge, skills, values and attitudes reflected in the habit of thinking and acting in carrying out their profession as a teacher.

According to 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 teaching and learning interactions and always develop 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 have to learning for themselves because times have not changed, and 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 professional teachers according to experts is people who have the authority and responsibility about the education of their students, both individually and classically, at school or outside of school. Professional teachers are very wanted in Indonesia because they can improve the quality of education. Students should be educated by professional teachers so that the quality or quality of these students' increases. 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 commitment to students and their learning process.
2. The teacher masters in depth the materials / 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 part of the learning community in their professional environment.

Besides that, Hamalik (2002: 36) described 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
- 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 humor*.

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.
- Understanding the principles of teaching and learning activities.

d. Skills

- Able to act as an organiser 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 school.

Being a professional teacher is an intelligent teacher who always wants to learn about their knowledge and how to learn to be a smarter teacher. Concerned about the development of education in their environment, they must discuss, be sensitive to what appears, always ask

questions and simultaneously find out the answers, in other words develop research and always feel not smart. ([http:// Becoming a Professional Teacher - Cyber Sabili Friendly and Decisive Friendly](http://www.ijicc.net). 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 origin of the word discipline comes from *Discere* a Latin term meaning learning. This word arises to be the word *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 itself 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 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 a negative child's behaviour to become positive. So, discipline has an important role in achieving national education goals that lead to the development of various Indonesian human characteristics because quality or not student learning is strongly influenced by the most basic factors, namely discipline, in addition to environmental factors, both family, school, and students own talents. Pramana, Nursisto (2010: 42) stated that:

"discipline is a condition that is created and formed through processes and a series of behaviours that show the values of obedience, obedience, loyalty, order 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 lately is increasingly alarming. A variety of negative actions are taken by students in schools from cheating, skipping, extorting to abusing drugs, free 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 teachers 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 attitude and behaviour displayed by the teacher are basically part of increasing the discipline of students at school. All forms of indiscipline in students in schools certainly requires 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 emphasis on the meaning in the practice of teaching and learning activities (KBM) in schools so that in the whole process of education in schools, learning is the most important activity. This means that the success of achieving educational goals depends a lot on how the learning process can take place effectively. A teachers understanding of the meaning of learning will greatly influence the way the teacher teaches. ([http:// Definition of JOESAFIRA blog_files Learning](http://Definition%20of%20JOESAFIRA%20blog_files/Learning). Accessed November 3, 2018).

Social science or social studies is knowledge about everything related to society. In Indonesia, social science lessons are adapted to various social perspectives that develop 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 broad environment, namely the environment of other countries, both existing in 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 embodies 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 organising learners to achieve educational goals, and according to Woolfolk defines learning as a learning process when something relative produces lasting changes in knowledge and behaviour. ([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 as well as 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, the description from Misnah (2014: 43) IPS education is a coordinated and systematic integrated study of several disciplines of social sciences and humanities such as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate material from the humanities, mathematics and natural sciences. The level of social studies education school.

Besides the description of the Misnah (2014: 45), also in social studies education is human life which consists of several very complex aspects based on human life. These aspects can be categorised by: space (natural and non-natural), time (past, present, and future), and values or norms that must be obeyed as 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 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 is factually examined and that is equipped with both primary and secondary data. This is accurate about the state of the object of research as well as a systematic elaboration, where the description is interpreted as research is 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 and relevant to the purpose of the research.

Qualitative research interprets and tells the data concerned with: i) the current situation, attitudes and views that occur in the community; ii) the contradiction of two or more circumstances; iii) the relationship between variables; iv) differences between facts; and, v) the effect of 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.

Data collection technique **are** 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 it is related to the performance displayed by the teacher; teacher professionalism can be seen from this competency. Some of the teachers abilities related to these competencies include:

a. The ability of teachers to utilise learning media.

Learning media in general is a tool of the teaching and learning process. It is everything that can be used to stimulate thoughts, feelings, attention and abilities or skills of students so that it can encourage the learning process. The fact is that students get a broader and varied experience when the teacher applies learning media. So, it is quite reasonable if the school gives students as many experiences as possible and as varied. 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, keeping in mind what they learn better, and improve their appearance in doing 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 teachers can use the media well in the provision of material during the teaching and learning process, although some media are less supportive, namely projectors that cannot be utilised properly due to the limited number of projectors available. However, the creativity of teachers in utilising other media to improve student learning discipline, especially in social studies subjects has been very good.

b. Teachers Ability in the Future of Curriculum

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 in an educational institution. Along with the times and demands of the community, the world of education must innovate 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, 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, physically and mentally healthy, and have the ability to realise 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 realisation 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, the teacher is not the only party responsible for the success of a curriculum. Because the curriculum can be implemented well if there is unity and continuity between the components.

c. Teachers Ability in Using Active Learning Strategies

In the use of active 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 in a way that is interactive, inspirational, fun, challenging and motivating for students to actively participate, 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 strategies are a way of learning that invites students to learn actively.

When students actively learn, it means those who dominate learning activities actively use their brain, both to find the main ideas to solve problems or to apply what they have just learned into one 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 interviews with students, 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. Teachers Ability to Utilise Diverse Learning Resources

Learning resources around the lives of students, both *designed* and *non-designed* have not been used optimally in learning. Most teachers' tendencies in learning use textbooks and teachers as the main learning resources. That 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 including sufficient cannot be used by students. Therefore the presence of teachers physically 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 utilising learning resources, the teacher has the responsibility of helping learners learn to learn more easily, more smoothly, more **directedly**. Therefore teachers are required to have special abilities related to the use of learning resources.

Social competencies

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 and has an essential indicator: communicating effectively with students.
- 2) Ability to communicate and get along effectively with fellow educators and education

staff.

- 3) Ability 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 interviews students 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 prioritise 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 about his knowledge and how to learn to be a smarter teacher. Concerned about the development of education in their environment, must discuss, be sensitive to what appears, always ask questions and simultaneously find out the answers, in other words develop research and always feel not smart. From the results of interviews with students, a student named Avanti "The ability of teachers to improve student learning discipline is very good because this is the teachers 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 teachers role is very important because the teacher is forming or helping students, so that discipline can 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 who stated 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 organised in a systematic manner. In addition, the teacher prioritises 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, has a creative and productive spirit, has a work ethic and a high commitment to his profession, and always carries out self-development continuously (*continuous improvement*) through professional organisations, 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 less effective and efficient, the lack of response regarding the importance of increasing discipline, in teaching and learning activities many students come in and out, students are lazy to learn or take part in teaching and learning activities and do not do the tasks given 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.

Realising 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 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 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 social studies and also 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 "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 the obstacles in social studies learning "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 related factors that influence learning if a student has a disciplined attitude in his learning activities, his obedience and perseverance in learning will continue to increase, making their learning achievement increase. 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 student discipline. One of them is the professional competence possessed by the teacher. Student discipline can be seen from the teachers ability to shape students discipline in learning, especially 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

First discussed and analysed the ability of teachers in improving student learning discipline in learning. 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 because in improving student learning discipline in learning social studies teachers already have social competence such as always providing learning motivation to discipline in learning, giving

advice and giving sanctions to students who lack discipline in learning and personal competence such as always setting a good example in the school environment and always discipline time in learning.

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 educational sector that must play an active role in placing their position as a professional in accordance with the demands of an increasingly developing society. In connection with this, actually 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 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 that the leader (headmaster) always gives strict directions to each teacher concerning the tasks of a teacher in addition to teaching also 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 and Tabrani (1996: 28) 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 realised or not that most of the time and attention of teachers is devoted to working on the learning process and interacting with students.

The important thing for the teacher to pay attention to is increasing the discipline of student 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 as a good teacher always gives motivation to students in this case 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 also done by the teacher by understanding students by always providing educative advice and sanctions. In addition, from the four things above, the teacher must also be able to understand and place his maturity, as an educator must be able to put himself as a role model. Exemplary in terms of

discipline, well-dressed and always giving advice, reprimand and sanctions that educate students to be able to discipline themselves. Teachers must be normal, open and avoid all despicable actions and behaviours that will degrade their dignity as an educator, this has been done by social studies teachers at SMP N 8 Palu, that every learning always gives examples exemplary to students such as being neatly dressed and always giving advice to students about discipline, education and mutual respect for others.

Others who show that social studies teachers have good ability to improve student learning discipline in learning are teachers who always advise them if students who are less disciplined do not heed the advice given, then they are given a warning not to repeat the violations of discipline that have been carried out by students. If it still does not heed the warning given, it will be given an educative sanction, if it still does not make a pass, the last step taken by the social studies teachers at SMPN 8 Palu is to give an incomplete value to students who are not disciplined in learning. As for Tabrany Rusyam (1996: 17), it is suggested that 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 where indicators of social interaction are 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 for discipline learning, so that students can find out about 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 is given no later than 5 minutes so that students can 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 to carry out learning to be able to improve student learning discipline.

The obstacle to increasing student learning disciplines found by researchers towards social studies teachers in learning is the lack of learning media which is a supporting factor in improving student learning disciplines, because with the instructional media, the teacher in planning, compiling and implementing what he wants 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 in the student itself.
2. Students external factors cover all situations and environmental conditions that do not support student learning activities in the class.

A fairly fundamental obstacle in improving student learning discipline is still a lack of student motivation towards social studies subjects, so teachers must better understand the wishes of their students and can stimulate students in learning. Therefore, the role of the teacher is always required to always provide motivation to students, and provide advice to students for the future and the teacher always gives appreciation to students after learning, so that they can create effective learning.

From the explanation above, it is seen that the barriers to learning are not only because teachers cannot provide good teaching and not only teachers who are less professional, or not because of inadequate educational facilities but 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 the teachers. There needs to be active participation from the students, they also must be polite, and respect each other. The teacher must be more humane, a role model for students, pay special attention to students and use various methods and 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

In this section the research conclusions needs 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 and such as teachers using learning media, teachers implementing curriculum, using learning strategies, and teachers in utilising learning resources that prioritise 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 motivation towards social studies subjects, so that social studies subjects are less desirable and students are less motivated to study social studies.

Suggestion

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



BIBLIOGRAPHY

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage Publications.

Gunawan, Rudy. (2014). *Pengembangan Kompetensi Guru IPS*. Bandung : ALFABETA, cv

Hamalik, Oemar. (2002). *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*. Jakarta : PT Bumi Aksara

Indra Santoso. (2002). *Kamus Pintar Bahasa Indonesia*. Surabaya. CV Pustaka Agung.

Johar Pramana, N. (2010). *Disiplin dan prilaku siswa*. (Online). Tersedia:

Kadir. (1994). *Penuntun Belajar PPKN*. Bandung: Pena Ganeca Exact.

Misnah. (2014). *Pendidikan IPS Dalam Merespon Isu-isu Ekologis*. Bandung : FKIP_U.I Pres.

Misnah. (2015). *Ethnopedagogy (Kearifan Lokal Sebagai Sumber Pembelajaran IPS)*. Bandung : WAHANA jaya Abadi.

Mulyasa. E. (2008). *Kurikulum Berbasis Kompetensi Konsep, Karakteristik, dan implementasi*. Bandung: Remaja Rosdakarya.

Mulyasa. E. (2009). *Implementasi Kurikulum 2004 Panduan Pembelajaran Kurikulum*. Bandung. Remaja Rosdakarya.

Trianto, M/Pd. (2011). *Model Pembelajaran Terpadu*: Bumi Aksara.

([http://Menjadi Guru Profesional](http://MenjadiGuruProfesional.com) – Cyber Sabili Ramah Tegas dan Diperhitungkan. Diakses 03 November 2018).

[http://Definisi Pembelajaran JOESAFIRA blog_files](http://DefinisiPembelajaranJOESAFIRA.blogspot.com). Diakses 03 November 2018).

[http://Pengertian Dan Definisi Pembelajaran Menurut Para Ahli](http://PengertianDanDefinisiPembelajaranMenurutParaAhli.com) – Definisi - CARApedia htm. Diakses 03 November 2018).