

Teacher's Exemplary Approach to Shaping the Discipline Character of Students at SMK Negeri 2 Gowa

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Abstract. The challenge of declining student exemplary and discipline values, especially at the vocational school level, encourages the need for a new approach to learning. This study aims to explore the effectiveness of the teacher's exemplary approach in shaping the disciplinary character of students at SMK Negeri 2 Gowa. The research uses a qualitative method with case studies. Data were collected through observation, interviews, and documentation, then analyzed descriptively. The results showed that teachers' exemplary behavior in time, task, and attitude significantly influenced students' disciplinary behavior. This research highlights the importance of the role of teachers as models in character education.

Keywords: Discipline; Exemplary; Character Education; Pancasila Education; Teacher

INTRODUCTION

The latest challenges related to the negative influence of technology on student exemplary values and discipline are increasingly felt in line with the rapid development of digital technology. Easy access to various social media platforms, online games, and information on the internet often affects students' mindsets and behaviors, leading to a decline in exemplary values that should be taught at school and at home. Social media, for example, often shows an unrealistic, consumptive lifestyle, and even negative behaviors such as lies, identity falsification, or demeaning attitudes. This can influence students in judging what is considered right or wrong, as well as erode important moral values such as honesty, responsibility, and respect.

Reliance on electronic devices can distract students from lessons, causing them to

be easily tempted to play games or access social media during class hours.

Based on research that has been conducted by (Priyatna et al., 2022) shows that technological developments have an influence on lifestyles, especially among today's young generation. One of the negative impacts is that many students imitate figures who do not reflect positive values and also other problems due to technological developments such as easy access to adult content, the spread of false information (hoaxes), as well as violent and fraudulent shows.

The development of technology not only has a positive impact on education, but can also have a negative impact on behavior changes carried out by students that can damage educational norms, rules, and morals in social life (Ade Sofyan & Amin Hidayat, 2023).

Such things certainly affect their concentration and ability to complete tasks well. The time that should be used to learn and develop becomes more wasted. In addition, the habit of procrastinating on work or looking for instant solutions through technology also lowers the level of discipline and character development of students. Without proper supervision and learning on how to use technology wisely, students will find it more difficult to cultivate positive values and discipline habits that are essential in their lives.

In addition to technology, peer influence is also one of the factors that affect changes in student behavior that lead to negative things. In the research that has been carried out by (Endartiningsih dkk., 2023) found that the obstacles faced were the influence of friends who joked with each other so that the practice time was delayed, the coach did not master the material, and the implementation of extracurricular Hizbul wathon activities was not optimal.

Research that has been conducted by (A. Sulastri dkk., 2023) revealed that character education for generation Z is very important in the midst of the rapid development of the current digital era. The purpose of character education is to form students who have good personal qualities and high moral values. The implementation of character education in generation Z in the digital era must be adjusted to all-digital technological advances. Therefore, it needs to be understood that this

technological advancement must be used wisely so as not to fall into negative influences.

Discipline character education is very important and requires cooperation between teachers, parents, and the community to create an environment that supports the development of students' character. This research is expected to contribute to the development of a more effective mode of discipline character education (Albet, 2024).

Character education has a very important role in the context of national education because it can form a young generation that is not only academically intelligent, but also has strong moral and ethical values. The integration of Pancasila values, one of which is the example of a teacher, is very important. This alternative increases students' awareness, responsibility, active participation, and character as citizens. In addition, strengthening their resilience in overcoming global challenges.

In the face of the challenges of globalization and rapid technological advancement, character education is the foundation for creating individuals who are responsible, caring, and able to face change wisely. The relevance of character education to the Independent Curriculum is very clear, because this curriculum emphasizes the development of students' potential holistically, including cognitive, affective, and psychomotor aspects. The Independent Curriculum provides freedom for educators to

integrate character values in every subject and activity, as well as encourages learning that is more personalized and based on the needs of students, including in the development of positive attitudes, behaviors, and habits that will be the foundation for building a civilized and prosperous society.

The research that has been carried out uses an exemplary approach in the process of forming student character in learning at SMA Negeri 2 Gowa. The formation of discipline character in learning Pancasila Education is an important aspect in educating students to have a firm and responsible attitude. At SMK Negeri 2 Gowa, the teacher's exemplary approach plays a crucial role in instilling discipline values in students. The example of teachers is not only limited to teaching material, but is also reflected in daily behavior that is consistent with the values of Pancasila. Teachers who are real examples of discipline can influence students to follow the same pattern in their academic and social lives. Through direct interaction with students, teachers are able to direct and provide examples on how to manage time, respect rules, and be responsible for tasks and obligations.

This approach emphasizes the role of the teacher's role as a model of behavior for students. While many previous studies have focused more on teaching methods or curriculum, this study delves deeper into how teachers' daily behavior and attitudes in the

school environment can affect the formation of students' disciplinary character. In addition, this study also explores how teachers instill discipline through real actions in daily life, not just through subject matter or formal instruction. This provides new insights into the importance of consistency and constancy of teachers' attitudes in educating students.

Many previous studies tend to focus on teaching methods or other learning approaches, but not much discusses teacher exemplary as an important factor in shaping students' disciplinary character. This research is more in-depth in looking at how teachers' examples, both in daily behavior and in social interactions, can shape the discipline character of students. This fills a research gap that ignores the exemplary aspect in character education.

The purpose of the research that has been carried out is to analyze and describe how the role of teachers in shaping the disciplinary character of students through an exemplary approach at SMK Negeri 2 Gowa.

RESEARCH METHODS

This study uses qualitative research with a descriptive approach regarding the exemplary principles applied at SMA Negeri 2 Gowa. Qualitative research is descriptive and tends to prioritize in-depth analysis. The main focus in this study is on the process and meaning seen from the perspective of the research subject (Kaharuddin, 2020). This

approach allows for an in-depth analysis of character education practices in specific contexts.

This study aims to deeply understand how teachers' exemplary character shapes the disciplinary character of students. Exemplary is a phenomenon that involves human interaction and social aspects that are very complex and contextual. Qualitative methods allow researchers to explore meanings, feelings, and experiences of students and teachers that cannot be explained numerically. With interviews, observations, and narrative analysis, researchers can uncover the dynamics that exist in the teacher-student relationship in a more holistic way.

The sample determination technique used by the researcher is purposive sampling, which is a method of selecting samples based on certain considerations. This technique is particularly suitable for qualitative research that does not aim to generalize (Amin dkk., 2023).

In line with opinion (Nurdin & Hartati, 2019) The data collection techniques in this study are observation, interviews, and documentation. Here's the explanation:

Observation, at this stage the researcher makes direct observations on the interaction between teachers and students during the learning process. Through observation, researchers can assess how teachers set an example in terms of discipline and how

students respond and apply these discipline values in daily activities in the classroom.

Interviews were conducted with teachers, students, and other related parties to explore more in-depth information about the application of an exemplary approach in learning Pancasila Education. This interview aims to understand their perceptions and experiences related to the formation of disciplinary character through the example given by teachers.

Documentation in the form of notes, reports, photos, or recordings of learning activities is used to support data obtained from observations and interviews. This document includes learning materials, extracurricular activities, and student discipline records that can describe the application of character education in Pancasila education lessons at SMK Negeri 2 Gowa.

Category Informant	Sum	Sampling Techniques
Principal	1	Purposive <i>sampling</i>
Vice Principal	2	Purposive <i>sampling</i>
Teacher	8	Purposive <i>sampling</i>
Student (i)	9	Purposive <i>sampling</i>

Table 1. Research Informant

Next is the research instrument. Research instruments refer to devices used to collect data. This means that by using the device, data can be obtained. In qualitative research, the main instrument in data collection is humans, i.e., the researcher himself or others who help the researcher

(Alhamid, 2019). Some of the tools that the researcher has used during the research process are cameras, recording devices, observation sheets and interview guidelines.

Cameras are used to capture interactions between teachers and students, learning activities, and the application of discipline values in the school environment. Photos or videos taken can be visual evidence that supports data analysis and provides a clearer picture of the observed behavior. Recording devices, such as voice or video recorders, are used to record interviews or discussions that occur during the study. Observation sheets are used to record observation results systematically during the observation process. This sheet contains indicators or points to be observed, so that the researcher can record behaviors or events relevant to the focus of the research.

The grouping of data in this study is based on the method of acquisition, such as primary data and secondary data, helping researchers in evaluating the reliability and relevance of the information used. Primary data, obtained directly from primary sources through interviews, surveys, or experiments, are generally considered more accurate and relevant because they are directly related to the context of the research. Meanwhile, secondary data, which comes from pre-existing sources such as publications or reports, allows researchers to save time and resources,

although they must still check their reliability and compatibility (Sulung & Muspawi, 2024).

Qualitative data processing methods or techniques can be carried out through three stages (Nasution, 2023). The first stage is data reduction, data reduction is the process of selecting, simplifying, and organizing data. Second, data presentation. Data presentation is a step to compile and present data that has been reduced in an easy-to-understand form, such as a narrative, table, or diagram. Third, drawing conclusions, this is done by analyzing data that has been collected through interviews, documentation, and observation. This conclusion aims to identify the extent of the application of Pancasila values among Madrasah Aliyah students, as well as the factors that affect the strengthening of these values.

The data validation technique in this study is source triangulation. Triangulation refers to the use of various methods or data sources in qualitative research to develop a comprehensive understanding of phenomena. Triangulation has also been seen as a qualitative research strategy to test validity through the convergence of information from various sources (Carter dkk., 2014). The information in question is literature related to the theory of character education and discipline used to strengthen the research findings.

RESULT

The data obtained through observation and interviews provide a clear picture of the role of exemplary teachers in shaping the disciplinary character of students at SMK Negeri 2 Gowa. Exemplary time is one of the main factors seen in learning practices. The teachers at SMK Negeri 2 Gowa consistently came on time and started teaching according to the predetermined schedule. Students admit that the teacher's firmness in managing this time has a positive influence on their discipline, both in attending lessons and in managing time for other activities. One student stated, "I have come to appreciate time even more after seeing my teacher always come on time." This shows that the example provided by teachers is not only limited to activities in the classroom, but also has a wide influence on student behavior outside the classroom.

In addition, task management is also an example of exemplary shown by teachers. Teachers do not tolerate delays in the collection of assignments, which teaches students about the importance of responsibility and punctuality. Students revealed that being assertive in terms of task collection made them more aware to complete work on time and not procrastinate. This shows that exemplary in task management helps students develop a disciplined attitude that will be useful in their daily lives.

Social interaction between teachers and students is also an important aspect in the

example shown by teachers. Teachers at SMK Negeri 2 Gowa show a patient and attentive attitude towards students. They listen to each student's opinion respectfully and give them the opportunity to speak, which teaches students about the importance of good communication and mutual respect. Students feel valued and more confident to express their opinions. This exemplary interaction creates a harmonious and respectful classroom atmosphere, which not only affects discipline, but also the development of students' social character.

In addition, the example in cleanliness is also very visible in the teaching carried out by the teachers. They remind students to keep the classroom and school environment clean, and sometimes even directly involved in classroom cleaning activities with students. This example has a great influence on students, who are increasingly aware of the importance of maintaining the cleanliness of the surrounding environment. Students become more responsible for cleanliness at school and consider it as part of the discipline that must be applied in daily life.

Consistency in enforcing rules is also the main key in shaping the character of student discipline. The teachers at SMK Negeri 2 Gowa show a consistent attitude in implementing the existing rules, both in terms of time, duties, and cleanliness. Students feel that the rules imposed by the teacher are part of character formation that cannot be ignored.

They learned that discipline is not only about following the rules, but also about respecting the process and showing responsibility for what has been agreed. This consistent example is very effective in shaping students' disciplinary character, which will come in handy when they enter the workforce.

Overall, the data obtained from observations and interviews show that teachers' exemplary play a very important role in shaping the discipline character of students. By setting an example through their consistent and attentive behavior, teachers at SMK Negeri 2 Gowa succeeded in instilling strong disciplinary values in students. This example not only shapes the character of discipline in the classroom, but also has a far-reaching impact on students' behavior in their daily lives, ultimately preparing them to face the demands of the world of work that requires high discipline.

DISCUSSION

The role of teachers in providing examples in the learning process is urgently needed today, especially in the formation of students' character. Teachers are not only as material presenters, but also as figures who provide direct examples in attitudes, behaviors, and values that are expected to be instilled in students. In the context of Pancasila Education learning, teacher example is one of the effective ways to instill the values of discipline, responsibility, and integrity.

Teachers who are consistent in applying these values in daily life will more easily influence students to imitate the positive behaviors shown. Given the challenges in the modern era with technological developments and rapid social changes, teacher exemplary can be a strong foundation in forming a solid and adaptive character in students, preparing them to become individuals who are not only academically intelligent, but also have noble ethics and high integrity.

Research that has been conducted by (Himmatu & Susanto, 2024) showed that there was a significant relationship simultaneously between learning discipline and learning interest on student learning outcomes. In line with the research that has been carried out on the formation of discipline character in the learning of Pancasila Education at SMK Negeri 2 Gowa, which shows that there is a significant relationship between learning discipline and learning interest on student learning outcomes. This study highlights the importance of teacher exemplary in instilling discipline values, which in turn affects students' interest and motivation in learning. Good learning discipline, shown through regularity, perseverance, and responsibility, will support the achievement of optimal learning outcomes. Students who have high discipline will be more focused and diligent in participating in learning, which ultimately increases their interest in learning. On the other hand, high interest in learning will also

strengthen students' discipline, because they will be more involved in every learning activity. Teachers' exemplary in implementing disciplinary values is expected to foster students' awareness and motivation to form better learning habits, which leads to a more optimal increase in learning outcomes.

This study shows that the teacher's exemplary approach in learning Pancasila Education emphasizes more on direct interaction and moral values applied through concrete examples in daily life.

In contrast to previous research that has been conducted by (Putra dkk., 2024) which focuses more on the use of technology in learning, such as the use of social media or learning applications to introduce subject matter only. The use of technology in learning can indeed expand access, but the teacher's exemplary approach is still considered more effective in shaping the disciplinary character of students because it provides direct examples that can be followed and accepted more easily by students.

Overall, the example of teachers in building discipline at SMK Negeri 2 Gowa can be seen from several aspects. First, time discipline, where teachers arrive on time and adhere to lesson schedules, teach students to respect time. Second, dress discipline, with teachers who are neat and according to school rules, inspire students to dress professionally. Third, the discipline of speaking, in which the teacher uses polite and respectful language of

others, provides an example of good communication. Fourth, discipline in carrying out tasks, with teachers who complete their tasks on time, teaching students to be responsible. Fifth, discipline in rules, where teachers consistently enforce school rules, create a sense of justice and encourage students to obey the rules. Finally, discipline in carrying out obligations, where teachers show dedication in teaching, motivate students to be responsible and disciplined in learning.

In addition, this study shows that teachers have become models for students to be utilized and imitated. This is in line with Albert Bandura's Social Learning Theory, which states that students learn from experiences that involve cognitive abilities (Khozin dkk., 2024). This study shows that teachers at SMK Negeri 2 Gowa have become models that can be imitated by students, which reflects the principles in Albert Bandura's Social Learning Theory. Bandura states that individuals, including students, learn through observation and imitation of the behavior of others, especially figures who are considered role models. In this context, teachers who show an example in discipline, both in terms of time, dress, speech, and carrying out assignments, provide real examples that students can learn from and follow. This process involves students' cognitive abilities to process and integrate examples of behaviors they observe, so that they can form good

attitudes and habits for SMK Negeri 2 Gowa students.

The novelty of this research lies in the emphasis on the use of an exemplary approach of teachers in the formation of disciplinary character in Pancasila Education learning. In contrast to previous approaches that focused more on theoretical teaching materials or methods, this study focuses on how teachers' behavior and real actions in daily life can be an example that students directly follow. This makes a new contribution to the understanding that the formation of disciplinary character is not only sufficient through oral or theoretical teachings, but is more effective if students see and directly imitate the disciplinary behavior shown by their teachers. This research also provides new insights in the context of vocational education, such as in vocational schools, where disciplinary character is very important in preparing students for the world of work.

Overall, the teacher's exemplary approach in shaping disciplinary character has significant advantages compared to other methods. Teacher example is more effective because students learn through real examples, which leads to internalization of discipline values, reduces reliance on punishment and rewards, and creates positive relationships based on respect. In addition, teachers' exemplary behavior also shapes students' disciplinary behavior consistently, which can be applied not only at school, but also in the

world of work. This approach helps students become more disciplined, responsible, and integrity individuals, which will be very beneficial in their lives after graduating from school.

The limitations of this study include several things. First, the location is limited to SMK Negeri 2 Gowa, which does not fully represent the conditions in other schools with different characteristics. Second, the small number of samples is also a limitation, because it only involves a number of students and teachers in one school, which can limit the generalization of research results.

CONCLUSION

The conclusion of this study shows that the example of teachers at SMK Negeri 2 Gowa is going well and has a very important role in shaping the character of student discipline, in line with the principles of Albert Bandura's Social Learning Theory. Teachers who are models in discipline aspects, such as time discipline, dress, speaking, and performing tasks, provide examples that students can observe and imitate. This observation process involves students' cognitive abilities to process and imitate positive behaviors, which ultimately shapes their disciplinary attitudes. This strategy can be adopted by other schools by adapting the local context. Teacher exemplary contributes greatly to strengthening disciplinary values among students, which supports the

achievement of learning goals and the development of their character.

The teacher's exemplary approach significantly affects the formation of the disciplinary character of students at SMK Negeri 2 Gowa. This strategy can be adopted by adapting the local context to reinforce the values of the discipline. This study emphasizes the importance of the role of teachers as role models in character education.

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