

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Lack of discipline among students is a common issue faced by educational institutions. Student discipline is the ability to obey the rules and regulations applied in the school environment, which is very important for optimal academic achievement. According to (Ardin, 2020) the lack of discipline among students is caused by several factors, including a lack of supervision from parents and the influence of a negative social environment. The study states that intervention from the school is needed, especially the role of teachers. Furthermore, (Lase et al., 2024) highlight the role of character education that teachers can reinforce in shaping a disciplined personality in students and emphasize that without support from teachers, discipline enforcement efforts may be less effective. Based on these findings, it can be concluded that environmental factors and lack of proper intervention from the educational side are the main causes of students' lack of discipline in schools.

In the context of the *Merdeka curriculum*, English teachers have a role to play in addressing these discipline issues. A curriculum that emphasizes freedom of learning and strengthening character provides an opportunity for teachers to further personalize their approach to disciplining students. As notes by (Khasanah et al., 2022) that teachers have a role as facilitators and guides in forming student character, including discipline. (Lase et al., 2024) highlight the importance of collaboration between teachers in building a conducive learning environment to support disciplined character building. In addition, (Desmarianti & Ahyani, 2024) point out that integrating projects that strengthen the learner profile of Pancasila in daily learning can increase students' awareness of discipline.

Lack of discipline among students is a complex problem that requires in-depth research in the context of education. Discipline in education refers to the ability of students to maintain attitudes and behaviors in accordance with the norms and rules applied, which is the foundation for the formation of their character. According to (Ayu et al., 2021), the role of teachers is very significant in the formation of educational characters, including discipline, because they have the

responsibility of creating an orderly and conducive learning environment. (Ardin, 2020) also mention that the right approach from teachers can improve student discipline with high effectiveness. In an educational environment, especially in junior high schools, the role of teachers in instilling disciplinary values becomes more crucial along with the implementation of the *Kurikulum Merdeka*, which demands a more comprehensive and personalized learning approach. Therefore, the role of teachers is not only limited to teaching but also to the formation of students' disciplinary character.

In implementing the *Kurikulum Merdeka*, teachers have the opportunity to use innovative learning methods that can improve student discipline. As stated by (Hasibuan, 2024) that teachers' readiness to accept curriculum changes plays an important role in the success of learning that focuses on character building and discipline. Previous research has also emphasized the importance of integrating learning projects that are relevant to the Pancasila Learner Profile to support the improvement of discipline in schools. The application of practical methods such as collaborative projects not only improves social skills but also strengthens student discipline through direct application of Pancasila values. Therefore, in the context of students at SMP Negeri 3 Bawolato, efforts to improve discipline require the active involvement of teachers in exploring more effective teaching methods to shape the character of more disciplined and responsible students.

The problem of discipline among students at SMP Negeri 3 Bawolato is an urgent issue. Discipline is a fundamental element in education that determines the effectiveness of learning and student character building. This low level of discipline can hinder the learning process and optimal character development. According to (Education, 2021), discipline issues are a significant challenge in the secondary school environment, which requires effective coping strategies from educators. The study emphasize that a collaborative approach between teachers and students can improve discipline through the development of self-management skills and responsibility. (Aziz et al., 2022) also support stating that discipline in learning plays an important role in achieving better educational outcomes.

In the context of character building through discipline, the role of the teacher as a facilitator is crucial. Teachers who are able to implement effective teaching

methods can improve student discipline, create a conducive learning environment, and support students' holistic development. (Minhua & Hock, 2024) found that discipline built through appropriate learning practices can stimulate students' enthusiasm for learning and active engagement. In addition, (Letuma, 2024) argues that contextual challenges in secondary schools often hinder teachers' efforts to build discipline, but a tailored approach can produce positive results.

This research aims to identify the factors that influence student indiscipline at SMP Negeri 3 Bawolato and explore the role of English teachers in addressing this challenge in *Kurikulum Merdeka*. Student indiscipline is a critical issue that can hinder effective learning and character growth, so a thorough understanding of its causes is essential. This research showed the significance in uncovering the role of teachers as facilitators in creating a supportive learning environment. This is relevant to previous research by (Minhua & Hock, 2024), highlighting that discipline built through structured learning practices can increase student motivation and engagement. The urgency lies in the need for appropriate interventions to address the contextual challenges faced by teachers, as describe by (Letuma, 2024) in an effort to establish strong and sustainable student discipline.

However, there are research gaps that need to be addressed to deepen understanding in this context. First, the limited research examining the specific role of English teachers in building students' discipline character in the *Kurikulum Merdeka* suggests that teachers' contributions in this context are still poorly understood, as most existing researchers focus on the role of teachers in general or in other subjects (Arto & Wakhudin, 2021). Secondly, the lack of descriptive qualitative research utilizing observation and interview techniques in local contexts makes this research highly relevant, especially to explore the in-depth perspectives of teachers and students. Third, the lack of focus on the specific role of English language teachers in improving student discipline suggests that there is an urgent need to explore real experiences and practices in the field, which can provide new insights for the development of education in Indonesia (Elsa et al., 2023).

Based on the above statement, it can be concluded that discipline is an important aspect that needs to be considered in the world of education, and teachers play an important role in teaching and instilling character values, especially discipline, in students. However, the phenomenon found in the field shows that many students have not been able to apply the character of discipline in their daily lives. This prompts the research to explore the factors that cause student indiscipline and the role of teachers in facing these challenges. The novelty in this research is that this research is conducted using observation and interview methods directly with participants to reveal the factors that cause students to be undisciplined and the role played by the English teachers in overcoming this. Thus, the results of this research are expected to make a positive contribution in improving student discipline and strengthening the role of teachers as effective educators. By examining the causes of student indiscipline and the role of teachers at SMP Negeri 3 Bawolato, this research aims to explain the complexities of fostering discipline. Ultimately, this research will contribute to providing valuable insights that can enhance the success of character education programs tailored to the needs of students in diverse environments.

1.2 Focus of the Research

This research focuses on exploring the factors causing students' lack of discipline, such as being late for class, being irresponsible to the tasks given by the teacher and class rules, and the role of English teachers in overcoming students' indiscipline at SMP Negeri 3 Bawolato. This research is expecting to provide an overview of the role of teachers in forming students' character, especially in terms of discipline.

1.3 Formulation of the Problem

Based on the background above, the formulation of the problem are as follows:

1. What are the factors that influence the student's indiscipline at SMP Negeri 3 Bawolato?
2. What is the role of the English teacher in overcoming the students' indiscipline at SMP Negeri 3 Bawolato?

1.4 Purpose of the Research

Based on the background above, there are several purpose of the problem, as follows:

1. To investigate the factors that influence the student's indiscipline at SMP Negeri 3 Bawolato.
2. To describe the role of the English teacher in overcoming the student's indiscipline at SMP Negeri 3 Bawolato.

1.5 Significance of the Research

The significance of the research are:

1. Theoretically

This research can contribute as a reference to the researchers who want to investigate the English teacher's role in forming the students discipline character in *Kurikulum Merdeka*.

2. Practically

- a. For the researcher, the results of this research are expected to provide knowledge to the researcher to understand the role of teachers in forming students' discipline character in *Kurikulum Merdeka*.
- b. For teachers, this research is expected to be a source of reference in forming students' discipline character in learning English in the classroom.
- c. For further researchers, this research is expected to be a source of evaluation for conducting further research and as a reference source.
- d. For the University of Nias, this research is expected to have an impact on producing teaching staff who are aware of the importance of understanding the role of a teacher in forming students' discipline character and can have a good influence on the university's rating.