



The Teacher's Role in Forming Character of Care for the Environment and Student Discipline

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Abstract: The school has an education system designed to suit the needs of the times, one of which is character education, in character education there is the value of disciplined character. Students need to have a disciplined character so that positive values emerge in their daily activities. This research aims to describe the role of teachers in forming students' environmentally caring character and discipline through themes. The method used is qualitative with a phenomenological approach. At Seluan Island 1 Middle School. From the research results, it can be concluded that the role of teachers in forming disciplined character through environmental care activities at Seluan Island 1 Middle School, there are regular face-to-face meetings from 14.00 to 17.00, through environmental care activities carried out with a block model, namely by motivating continuously, then a regular model, namely, Saturday and Sunday Camps, Routine Training, Nature Exploration, and Ramu, Raft and Terap Inauguration so that it can transform students' disciplined attitudes through several physical, mental and skills activities through activities which were at the Saturday and Sunday camp held at SMP Negeri 1 Seluan Island. Because these activities can provide students with provisions ranging from knowledge to skills to shape their mental and character.

Keyword: Extracurricular; Environment; Instilling Disciplined Character; Teacher's Role

Introduction

The impact of modern progress in the era of globalization cannot be avoided, starting from children who are anti-social, and lazy about studying, to those who behave in deviant ways. This is indicated by the increasing prevalence of negative character issues among today's young generation (Foulkes & Andrews, 2023). One is the value of discipline which is increasingly fading. Rules and regulations at school seem to be mere symbols and formalities without having the power to regulate order in the school environment. Student compliance is carried out with a sense of compulsion (Bello & Matshaba, 2020). For the reason that fear of punishment is not the basis of awareness. Character education in the current era is very urgent to do, that

now there are many students' behaviors that are contrary to the rules and disciplinary norms in extracurricular scout activities at school, for example, students smoking in the school environment, pulling out by jumping the school fence, not arriving on time, watching pornographic videos. behind the school classroom.

The existence of this violation behavior shows that there is no awareness of students to behave in a disciplined manner towards the rules set by the government and the school itself. Scouting is a mandatory program carried out in schools, in scouting activities instilling the value of disciplined character is the main option carried out through adult coaching. The

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school has an education system designed to suit the needs of the times, one of which is character education, in character education there is the value of disciplined character (Singh, 2019). Students need to have a disciplined character so that positive values emerge in their daily activities (Nurhanifah & Kusdarini, 2023). The character of discipline is included in scouting, for example, the eighth value "discipline, courage and loyalty" Discipline can be instilled through scouting activities, and the character of discipline aims to build morals and national character. However, changing character education in the current era is very urgent to do, considering that many events show the loss of disciplinary values among teenagers, therefore character education transformation needs to be implemented as early as possible starting from the family, school, and community environment.

Discipline is one of the character values that need to be developed. It is important to change the character of discipline based on the reason that there is now a lot of behavior carried out by students that is contrary to disciplinary rules and norms in scout extracurricular activities at school (Aryadiningrat et al., 2023; Qonita et al., 2022). Scouting is a mandatory program implemented in schools. Scouting is an educational process that is fun both in the form of games for boys and girls in groups and groups at each scout level, it can also be through scout knowledge and skills assigned to children and young people, without being separated from the responsibility of adults, namely scout leaders, A person's scoutmaster has a role in carrying out coaching (Partington, 2016).

Coaches are teachers who are given additional duties to coach students in scouting activities. Includes tasks: The scout coach is a teacher who is given additional duties through a school principal's decree to guide scout students to guide, motivate, train, and become a focal figure who becomes the driving force for scouts in the school; Instilling the character of efforts made regularly, consciously and planned to improve students' knowledge, attitudes and skills through directing and monitoring actions and achieving goals. By the title that the author researched, to avoid misunderstandings in this research, it is important to confirm the title of the research, namely; "The Role of Coaches in Shaping Students' disciplined character through scout activities. "Character cultivation also requires serious action through efficient scouting activities to achieve good results.

The Role of the Coach Disciplined Character Development Understanding Character Development

Coaching is an activity or activity that is carried out consciously, planned, directed, and regularly in a

responsible manner to grow, improve, and develop the abilities and resources available to achieve coaching goals. The aim of coaching is an educational effort, both formal and non-formal, which is carried out consciously, planned, directed, organized, and responsible to introduce, grow, guide, and strategize the basics of a balanced, complete, and harmonious personality, knowledge, and skills. by their talents, inclinations, and abilities as provisions, then on their initiative, improve and develop themselves among themselves and their environment towards achieving optimal quality dignity and human abilities and an independent person.

Coaching is a learning process by letting go of things that are already owned to help the person undergoing it, to improve and develop new knowledge and skills to achieve the life and work goals that are currently being undertaken effectively. When conducting coaching, there are several approaches that a coach must pay attention to, including Lasca et al. (2024), Nash et al. (2023), Informative approach (informative approach): namely how to run a program by conveying information to students. Students in this approach are considered ignorant and have no experience; Participative approach (participative approach), where in this approach students are utilized so that there is a more collaborative learning situation; Experiential approach (Experiential approach): In this approach, students are directly involved in coaching, this is called true learning because of personal experience and being directly involved in the situation.

Thus, it can be concluded that coaching is a learning process to develop and improve knowledge, skills, and attitudes which aims to further improve a person's or group's ability to complete a task or job that can be done efficiently and effectively. Coaching can be done by and wherever you are. Coaching is not only carried out within the family and the school environment but coaching can also be done outside of both. Coaching can be done through extracurricular and extracurricular activities in the school and surrounding environment. The role of the supervisor teacher is to be able to create an environment that is conducive to the teaching and learning process. This means that he must be able to carry out coaching through extracurricular scouting with pleasure and interest, with existing activity patterns.

Coaches are expected to improve their skills and professionalism in carrying out teaching programs in schools through education, self-discipline, namely rules that apply only to an individual, social discipline, namely rules that must be obeyed by students, national discipline, namely rules that must be obeyed by the people of a country. The intended discipline of students is in the form of being punctual, adhering to activity schedules, maintaining physical condition, and being

able to prevent the problem of delaying study time. In carrying out activities, students are not left to regulate themselves but are given the help of scout leaders through their duties as mentors, motivators, and evaluators. In carrying out their duties, coaches play a role in instilling discipline in students' character. Discipline can be carried out and taught to students at school or home by making rules or regulations that must be obeyed by every student.

The disciplined character of students has a high cognitive level and has a character that can realize cultural change which will eventually become a civilized community. So, success through positive disciplinary behavior in students in Scouting activities at school. Extracurricular activities to prepare the young generation as future leaders of the nation so that they have excellent character and personality, noble morals, and life skills. Universal human behavioral skills that cover all human activities. Law no. 20 of 2003 concerning the National Education System that "National Education functions to develop abilities and shape the character and civilization of a dignified nation to educate the nation's life, the aim is to develop the potential of students so that they become human beings who believe in and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Scout extracurricular activities are creative, interesting, and challenging activities so that you can gain learning experiences that can impact positive change to form disciplinary attitudes and personal values that are by a person's development and abilities (Barni et al., 2019; Darling-Hammond et al., 2020; Rijal et al., 2023). The aim is to educate and develop young people mentally, socially, morally, spiritually, emotionally intellectually, and physically so that they become human beings who can, have concern for other people and nature, the local environment, to optimize the cultivation of superior student character (Marlina et al., 2023; Troell et al., 2023). Ali Sunarso & Winda Khoirunnisa (2023), Heriansyah (2020), said that the indicators for a student who can be said to study well are that he needs to have a disciplined attitude when practicing, discipline in overcoming the behavior of procrastinating while studying, discipline towards himself, and discipline in maintaining his physical condition so that he is always healthy.

Discipline in keeping to practice time. There are still many students who have difficulty sticking to the schedule that has been made. Even though the practice schedule starts at 14.30 in the afternoon, some students are still late for class, as well as when changing class hours or taking breaks when spending their pocket money in the canteen. The current condition can be said

to be a significant change from before. In the process of instilling character, it is necessary to get used to using reward and punishment or other methods that suit the student's interests and desires. Scout extracurricular activities are considered to have the effect of instilling the value of discipline in students to be punctual in every activity. In forming this character, scout activities provide various competitions to motivate students to be active in scout training. Discipline in Overcoming the Behavior of Procrastinating Study Time (Uyun et al., 2023; Salguero-Pazos & Reyes-de-Cózar, 2023; Gökalp et al., 2023). This temptation is where students often look for and find reasons to delay study time (Non & Tempelaar, 2016; Fang & White, 2024; Alyami et al., 2021). Disciplined character is the main thing in this solution.

The issue of punctuality in scouting is important because it can make students gain benefits or vice versa. Therefore, every student needs to use their time as well as possible because time is a period that cannot be repeated. The character of discipline is always present in every activity. Because in these activities students are trained to always be on time and not to delay activities if they can be done immediately. Students who are late will face consequences because their next agenda will be disrupted, so students must change their discipline character properly. Self-Discipline, If you are disciplined then it is very likely that all the activities you do will feel disciplined. Furthermore, assistance to students to change their character for the better, the priority is awareness of discipline so that they can form a person who is not at will. It is proven that in nature exploration activities students are required to be responsible for themselves, so that the child's disciplined character has a big influence on the smooth running of all the activities they carry out.

Discipline in maintaining physical condition. This is done by consuming food and drinks that have balanced nutrition, always having breakfast, and bringing a nutritious and balanced lunch. In each scout and before the activity begins, a check is carried out regarding the cleanliness of the children. Like clean nails and teeth, remembering cleanliness is the basis of health. Discipline is a condition that is formed from a series of behavioral processes that display obedience, order, and regularity which when these things become inherent and become part of one's life.

Method

The research period was from August to December 2023. Qualitative research with a descriptive type describes a current phenomenon, Denzin and Lincoln, Qualitative research is an approach to studying human behavior that utilizes scientific methods to provide a

more complete understanding of the phenomena faced by research subjects (Kaushik & Walsh, 2019). The collection technique is through combination, inductive data analysis, and research results in the overall essence. The qualitative research methodology used was direct observation. The researcher was present at the research location and conducted interviews with informants consisting of teachers and 7 students at SMP Negeri 1 Seluan Island.

Data collection techniques used to obtain primary data include; Observation; interviews with informants; Documentation, by documenting the profile of SMP Negeri 1 Seluan Island, and teacher and student data. After the data can then be validated the validity of the data through source triangulation and technical triangulation which aims to verify that the data obtained in the field is in sync with the reality that exists in the research setting related to activities. Scout extracurricular activities at SMP Negeri 1 Seluan Island start from the program design, then, support from the school, student participation, and the benefits and obstacles of instilling a disciplined character in the students themselves. Meanwhile, secondary data

includes: Documentation, by documenting the profile of Seluan Island 1 Middle School, teacher and student data, capturing photos of activities to obtain complete data in research activities.

The instruments used to collect data for this research were a list of interview guides, observation notes, recording equipment, notebooks, and documentation tools to collect data about the research conducted. The character values that scout leaders in the front group need to instill in children are universal values where all religions, traditions, and cultures uphold these values. These universal values must be able to become a glue for all members of society even though they have different cultural, ethnic, and religious backgrounds. Conclude the problems studied. The implementation of scout extracurricular activities at SMP Negeri 1 Seluan Island is designed with activities that suit the needs and circumstances of the students. Managed by Scout leaders, assisted by parties related to affiliated Scout organizations, and supervised by the school principal.

Table 1. Indicators of the supervisor's role in forming students' disciplinary character

Aspect	No	Indicator	Indicator Description
The role of teachers in developing students' disciplined character	1	Teacher as coach	Make follow-up plans for short-, medium, and long-term scout activity programs related to disciplinary material through LKBB activities, independent activities, adventures, and techniques for understanding the direction of the compass and scout fields. Carry out the regulations that apply in the school environment. Equip students with knowledge related to discipline.
	2	Teachers act as coaches and guide members	Guide students to comply with school regulations as an example for other students. Set an example for practicing religious teachings and obedience in worship. Providing examples of good behavior to encourage enthusiasm for learning at school and outside school.
	3	Teachers as motivators	Motivating regular exercise and taking part in competitions at school and outside school. Encourage to have a high enthusiasm for learning through repetition to increase skills in several scouting techniques and direct the implementation of disciplined character in everyday life.
	4	Teacher as coach	Directing discipline in complying with existing regulations at school. Providing direction with public speaking skills convinces scout members of disciplined habits in practicing disciplinary behavior and being able to practice scouting techniques in the field and outside school.

Result and Discussion

Character

The character can be interpreted as psychological traits, both morals and manners. Character education is an effort that is designed and then implemented systematically so that students can be helped in understanding their behavior both about God, themselves, and outside themselves. The natural attitudes found in a person can distinguish a person from other people (Packheiser et al., 2024); (Ecker et al.,

2022). Character is the quality or mental and moral strength, morals, or manners of an individual which is a special personality that becomes the driver and driving force and differentiates them from other people. another individual. The character response that students carry out is to take part in scouting activities by the guidelines and rules of activities carried out at school (Setyawan & Wakhudin, 2023). If someone can be said to have character if they have successfully carried it out, the term character is considered the same as personality (Banicki, 2017; Aichholzer & Willmann, 2020).

These values are manifested in the behavior, attitudes, and treatment given by parents which can influence changes in the child's character, for better or worse. So that the formation of character becomes a trait that is embedded in the soul, and every action in daily life, the mind is a very important element in the formation of disciplined character, to optimize the character of superior students Dwivedi et al. (2023); Cornish et al. (2023), Dwivedi et al. (2021), because actions as planners In it there are programs carried out to change life experiences. The program creates a student's mindset which then shapes their behavior. So the program is in line with the applicable principles of truth so that the behavior that is formed does not conflict with existing rules in the world of education.

Discipline

Discipline comes from the word discipline which means obedience, submissiveness, a noble virtue that everyone must have. Disciplined behavior creates peace for you and the people around you. Therefore, discipline in schools must be practiced through habituation to create a maintained, safe, orderly environment. According to Heriansyah (2020), this habit can instill good behavior by instilling discipline to carry out activities on your own without any coercion. Discipline is the result of providing influence designed to enable students to face the environment because discipline is carried out by limiting rules (An, 2022; Darling-Hammond et al., 2020).

Increasing the ability to think and act to do work creatively requires a disciplined training process. Because this discipline is a form of obeying existing rules to adapt so that it can become an inherent habit that can create an orderly situation. Increasing the ability to think and act to do work creatively requires a disciplined training process. Discipline in its scope can be divided into three: self-discipline, namely regulations that apply only to an individual, social discipline, namely regulations that must be obeyed by society, national discipline, namely rules that must be obeyed by the people of a country. The intended discipline of students is in the form of being punctual, adhering to schedules, maintaining physical condition, and being able to prevent the problem of delaying study time (Dhawan, 2020; Dekker et al., 2020). The goal is for students to learn to be responsible and self-regulate to become individuals who are not dependent and obey all the rules. In each group, scouts began to apply it to each group:

Standby

Members of the alert coaching pattern range in age from 7 to 10 years. Usually, alert members are in elementary schools (SD) from grades 1 to 4. The alert

coaching pattern itself prioritizes the child's mood. The coaching pattern is carried out using games so that students can do it happily, and character education is also included in between coaching.

Raiser

Members of the alert coaching pattern range in age from 11 to 15 years. Standby members are in elementary schools (SD) from grades 5 to 6. They are also in junior high schools (SMP). The pattern of coaching the organizers themselves is based on the characteristics of the students, such as high curiosity, strong enthusiasm, very active, and so on, character education in the fundraisers is included in the disciplinary and scientific training provided.

Enforcer

Members of the standby training pattern range in age from 16 to 20 years. Usually, enforcement members are in senior secondary schools (SMA). The members of the enforcers themselves usually have the nature of wanting to find their identity, have a strong spirit, strong will, are aggressive, and already know the opposite sex, character education in enforcers is implemented in discipline, activities that goes directly into the field and carry out practical knowledge obtained.

Enforcer

Members of the standby coaching pattern range in age from 21 to 25 years. The acting members are in college. The pattern of training for enforcers is the same as for enforcers and their character education is not much the same as for enforcers. What differentiates enforcers and police officers is the organizational system and the pattern of many activities that involve direct involvement in the field. Based on Law Number 12 of 2010, the aim of holding scout activities is to shape a person so that they have a personality and practice Pancasila. The same thing was put forward by Aqip, but slightly different from what Melinda put forward, scouting activities aim to educate and develop students so that they develop spiritual, intellectual, and emotional character so that they become human beings with personality.

Based on the objectives stated in the articles of association and bylaws of the scout movement, chapter II, article 3 is explained; the scout movement aims to form every scout to have a personality that is faithful, pious, noble in character, patriotic, law-abiding, disciplined, upholds the noble values of the nation, has the skills to live physically and mentally healthy, also the scout movement aims to form every scout become citizens with a Pancasila spirit, loyal and obedient to the unitary state of the Republic of Indonesia and become good and useful members of society and develop

themselves independently and are jointly responsible for the development of the nation and state, have concern for others living in the natural environment. The scout movement has the main task of providing scouting education for young people to grow the nation's buds so that they become a better, more responsible generation, capable of fostering and fulfilling independence and building a better world.

Based on the opinions of the experts above, a common thread can be drawn regarding the main goals and tasks that through the scout movement, students gain additional experience, skills, and knowledge and can form a positive attitude, especially discipline. Various kinds of potential are developed in scouting. Students are expected to be able to develop themselves into cadres who are moral, have a patriot spirit, are disciplined, and participate in the development of society and the country. Children are taught discipline so they can understand social conditions such as other people's rights, carry out their obligations, understand what is prohibited, and leave it behind. Understand good and bad in daily activities. Hibbin (2023), educating individuals and resolving discipline problems is not only the responsibility of the school but also the responsibility of parents and families.

Some indicators of discipline in learning include discipline in the lesson schedule, in this case when students have a schedule of learning activities, they must adhere to that schedule; discipline in overcoming temptations that will delay study time, because temptation will come at any time, so when study time has arrived and there are things that hinder it, the student must be able to overcome them so that the existing schedule can still be carried out; self-discipline, in this case, students can regulate their motivation to study independently, whether studying at home or school without having to be reminded by other people, apart from that they can also obey the rules without any coercion.

In this case, students can regulate their motivation to study independently, whether studying at home or school without having to be reminded by other people, besides that they can also obey the rules with high awareness without any coercion. Several Scout extracurricular activities held by the supervisors of Seluan Island 1 Middle School which serve as the formation of students' disciplined character, include:

Block Model

In this model, most of the activities take place indoors, the scoutmaster explains to the students the benefits of scouting. Students are motivated by teachers, supervisors, and material presenters who are allowed to provide information.

Regular Model

These are activities carried out by students' interests which are carried out in the front group. Regular activities include those carried out at Seluan Island 1 Middle School, namely;

Persami

(Saturday and Sunday Camp) This scout activity aims to transform students' disciplinary attitudes through physical, mental, moral, knowledge, experience, and skills through activities at the Saturday and Sunday camps held at SMP Negeri 1 Seluan Island. This activity can provide provisions ranging from knowledge to skills to student scout members to form a mental and human character that reflects Pancasila. This is an effort to transform undisciplined attitudes into discipline and responsibility in everyday life to develop a better young generation.

Routine training

Routine training is carried out in the schoolyard and the classroom with a training schedule on Wednesdays for all scout members. This training aims to be one of the strategies for building student character, especially a disciplined attitude towards skills regarding scouting techniques because the material taught is also applied regularly and for a long time. Students at SMP Negeri 1 Seluan Island on Wednesday afternoon at 14.30 carried out Scouting activities in the classroom to be taught scouting theory and practice carried out outside the classroom to instill the value of good discipline in the students themselves through skills techniques such as rope-rigging, semaphore, passwords, setting up tents and others that have been designed according to the existing schedule.

Nature Exploration

This activity can be done by participating in both routine training and official camp events. Camp activities can be said to be activities that do not stand alone. This activity can make children at a young age have a more independent mentality, so they don't depend on other people. Exploring nature is very good for making children have a greater sense of love for nature and compassion for fellow humans (Lund Fasting & Høyem, 2024), so that children have a character that is disciplined in preserving nature and the environment (Asrial et al., 2021; Talgorn & Ullerup, 2023).

Inauguration of Ramu, Rakit and Terap

This activity provides knowledge to scout members in the front group of SMP Negeri 1 Seluan Island to increase creativity and skills. The inauguration and practice organizers are a symbol of being able to apply and put into practice the knowledge that has been collected and implemented in everyday life. Scout

activities at Seluan Island 1 Middle School are mandatory extracurricular activities for students. Through this activity, students can instill a disciplined character.

Conclusion

Seluan Island 1 State Middle School Scout activities are held every Wednesday at 14.00 noon and are routinely held every week. Practicing self-discipline, social discipline, and national discipline instills student discipline in the form of being punctual, adhering to schedules, maintaining physical condition, and preventing the problem of delaying study time. It is hoped that the activity program that supports the implementation of Scout extracurricular activities can change the character of students towards a more disciplined one, including joint camps, homecoming, routine training, and adventures. This activity can provide provisions ranging from knowledge to skills to student scout members to form a mental and human character that reflects Pancasila. This is an effort to transform undisciplined attitudes into discipline and responsibility in everyday life to develop a better young generation. Can also apply and practice the knowledge that has been acquired so far and implemented in everyday life.

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Author Contributions

Conceptualization; M. P.; methodology.; S. F. D.; validation; M. M.; formal analysis; E. V. P.; investigation.; M. P.; resources; S. F. D.; data curation M. M; writing – original draft preparation. E. V. P.; writing – review and editing; M. P.; visualization: S. F. D. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest.

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