EFFECT OF TUTOR DISCIPLINE OF STUDENT ACHIEVEMENT IN THE COURSE PKN POKJAR PANGKEP

SUKARMAN

UPBJJ-Open University of Makassar

Abstract: **The purpose of this study is to determine the effect of discipline of the tutor on student achievement on the subject of PKN in Pangkep district. This research was conducted at Pokjar in Pangkep regency. The population of this study is a class student of tutorial per semester in Pangkep regency. Sampling was done by using technique of Purposive Sampling counted 81 people. Based on the characteristics of data to be studied then the data collection techniques used are observation, documentation and tests. Based on the data collected, then the data is analyzed with statistics, analysis model used in accordance with the design of the research is Product Moment analysis. Based on the results of research indicate that each tutor in Pokjar Pangkep, responded by students is the average able to increase the students' learning passion in the learning process, so that the dominant students experience increased learning outcomes semester. Ideal step that every tutor is always trying to motivate all the guidance with techniques that match the conditions of students.**

Keywords: **Discipline, Learning Achievement, Learning, Passion learn.**

1. INTRODUCTION

Based on the national education objectives to be achieved by the Indonesian nation contained in Law No. 2 of 1989 on the National Education System, emphasized as follows: National Education aims to educate the life of the nation and develop a complete Indonesian man, the man who believes and cautious to God The Almighty, virtuous noble character, possessing knowledge and skills, physically and mentally healthy, noble and independent personality and having a sense of community responsibility and nationality.

In line with the Law on National Education System no. 20 of 2003, it has been affirmed that national education is a system that regulates that learners and educational staff, especially Teachers and Lecturers / Tutor is an element that cannot be separated in learning activities. Therefore, tutor is not a giver of knowledge, but is a professional energy that can guide students able to plan, analyze and summarize the problems faced by exactly.

This logical consequence to the accuracy of carrying out the task is the discipline of the tutor's work. In this context, the government affirms the obligations that must be implemented and the restrictions that must be obeyed by every civil servant. The task as a tutor takes precedence as the task of guiding students to understand the material that is authorized. In essence the learning process is a learning activity, conducted by tutors and students. When there is a learning process, there will also be teaching that produces teaching. To get the results of efficient guidance then the teaching process should be implemented deliberately, consciously and well organized.

Thus there is an educational interaction between the tutor and the student, where the tutor seeks to succeed the student guidance, so that they will learn well, that is, to study individually, in groups and try to enrich the material received in the tutorial, with additional material obtained with his own effort. Good guidance can be created, if the tutor can organize student learning, so the interest and motivation to learn can be grown in the atmosphere of the tutorial class that directs. Tutor guide not only guide, but tutor also tutor also learn from student guided, that is learning about state student,

environment learn, so that tutor can receive feedback in order to refinement of learning process in progress and in order to can give correct feedback to students about their learning outcomes. Tutor in carrying out the learning process of course using the power and effort for the moral values of Pancasila can be appreciated by the students and the result of changes in behavior in society. The point is a disciplined tutor in carrying out his duties, is a professional, democratic tutor who provides student freedom in addition to holding certain restrictions that are governed by existing rules, such as the attitude expected by the tutor to be a fair and honest attitude toward the assessment of student learning outcomes. Guiding is not burdensome to the tutorial participants, but always gives a good example, fair and cooperative.

In accordance with the competence of tutors as teachers and mentors in Pokjar and efforts undertaken students who are taught can experience behavioral changes. The concept is some important aspect, but to avoid the confusion of the object of research, the authors define the main problem as follows: "Does the discipline of tutors have an influence on student achievement on the subject of PKn Pokjar Pangkep district?

2. LITERATURE REVIEW

Discipline In Learning Process:

To know basically about the notion of discipline of learning, etymologically both expressions mean adherence. WJS Poerwadarminta states "Discipline is the exercise of heart and character with the intention that all his actions always obey the order (WJS Poewadarminta 1985. 231) while the rules of rule, because the discipline arises from the need to rely on the continuity between what is done by the individual and what is desired from others to a certain extent and meet the demands of others of himself according to his abilities and the demands of broad development. The discipline includes every kind of influence aimed at helping the student to understand and adapt to the demands of his environment and also on how to solve the demands that he may wish to address to his environment (Oemar Hamalik 1988) . In the process of learning etymologically the expression of discipline is compliance so that requires the training of heart and character with the intention that all his actions according to existing rules. So the rules in the learning process is a mutual agreement by the institution must be implemented, because it has a great influence on the smooth process of learning.

Discipline is a form of behavior in which a person obeys a rule and habits according to the time and place and this can only be achieved by repeated practice and experiments with the student's own seriousness.

Discipline in the learning process is carried out in accordance with predetermined rules, learning discipline as a must that must be obeyed by every person in an organization, by itself has a value-added activity. The main element in the discipline of student learning is orderly direction tactics. Habituation with discipline in the tutorial class will have a positive impact on the life of the students in the future. In the beginning, discipline is perceived as a rule that suppresses student freedom, but if this rule is perceived as something that should be consciously obeyed for the good of oneself and the common good, then over time will become a good habit towards self-discipline.

Discipline is no longer a coming from outside which gives certain limitations but has been a rule that comes from within itself as a matter of course in everyday life.

The self-discipline will only grow in an atmosphere where tutors and students are embedded in the nature of friendship rooted in mutual respect and mutual trust.

The Meaning of Discipline In The Learning Process:

In the learning process will always be related to the term communication or relationship. In the process of communication, known the existence of elements communicant and communicator. The relationship between a communicator with a communicant is usually due to interacting something known by the term message (message). Then to convey or say the message was shown the existence of media or channel (channel). So the elements involved in the communication are communicators, communicants, messages and channels or media. So is the relationship between people with each other, the four elements for the occurrence of the communication process that will always exist.

Communication activities for the human self, will be an essential part of his life. The dynamics of people's lives will always be sourced from communication and interaction activities in relation to other parties and groups. This can be said through the communication will be guaranteed the continuity of community life and also guaranteed human life.

The term communication which stems from the word Communicate means participating, telling, belonging together. Thus the conceptual meaning of communication itself already contains the notions of telling (and disseminating) news, knowledge, thoughts, values with the intent to arouse participation so that things are told it belongs together.

When associated with the term educative intercommunication is actually mutual communication between the parties with each other, already contain specific purpose that is to achieve goals (in learning activities means to achieve learning objectives). It is in the form of communication that may not be planned, so there is no direction and purpose. This is sometimes difficult notarized as educational interaction and this happens a lot in human life.

What is said as educational interaction, if consciously has the purpose to educate, to deliver the students towards maturity, so in this case that is important not the form of interaction, but the main thing is the purpose and purpose of the interaction itself. Because it becomes the main thing, then the interaction activity was indeed planned or intentional.

Interaction activities in a life, not necessarily take place in the atmosphere of educational interaction, interaction designed for all specific purposes. In this case, of course, the relationship between the tutor and the students, the men and the leaders. Although it cannot be denied many events or forms of interaction that are inadvertently or planned, sometimes lead to new experiences that can be utilized, so that the knowledge and experience.

Education is one of the conscious effort goals that systematically directed toward changes in behavior toward the maturity of students. For example, a child is mentored, helped so that when time comes to be released from the family, begins to marry on his own, responsible for providing for his life. The changes indicate a process that must be passed. Without that process the goal cannot be achieved. The process at that point is the educational and teaching process.

Teaching is a process that serves counseling tutorial participants in life, tutorial class to develop themselves in accordance with the task of development. Be aware that not all learning outcomes take place consciously and directed. There is even a tendency that the changes are not realized and planned more that gives the possibility of changes in behavior that exists beyond the point of destination. Therefore, those possibilities need to be directed, designed. At least part of that life needs to be systematically guided. This is where the appearance of the picture of a tutor. Tutors are needed to guide, give something useful. He as a tutor must be able to provide something didactically with his job of creating an educative intercultural situation. Tutor is not enough just to know the materials of science that will be described taught to the students, but also must know the basic philosophy and didactic, so as to provide motivation in the process of interaction with students.

Furthermore, in the educative process it contains at least the following characteristics:

1) There is a goal to be achieved

2) There is material / message that becomes the content of interaction

3) There are students who are actively experiencing

4) There is a tutor that experienced

5) There is a method to achieve the goal

6) There are situations that enable the learning process well.

7) There is an assessment of the interaction results (Sardiman 1996: 13)

Education is by its very nature an event that has a norm. This means that in the event of education, educators, and students (Students) adhering to the size, norms of life, views of individuals and society, moral values, morality are all sources of norms in education. This aspect is very dominant in formulating goals in general. Furthermore, this issue will be the field of discussion of theory and philosophy of science education. From the formulation of the normative of education can also be formulated from the technical process, which is mainly seen in terms of events. Events in this case is an activity of communication between people, a series of activities that affect each other. One of a series of changes and growths of bodily functions, character growth, intellectual growth and social change. All of this is covered in educational events. Thus education is a very complex cultural set that can be used as a planning of human life.

Learning activities will always be a process of interaction between the two elements of humanity, i.e. students as a party who learns and tutors as the party who teaches, with the students as principal. In the process of interaction between

students and tutors needed a supporting component called educational traits. These components in the process of teaching and learning are not separated. It should be emphasized that the process of learning, which is said to be a technical process, can also be released in terms of normative. It is the normative aspect that underlies the learning process.

With the description above, the educative interaction that is specifically a learning process or interaction that, has special features that distinguish and form other interactions. Edi Suardi (1980) detailed the characteristics of the following learning interactions:

1. Interaction of learning has a purpose, namely to assist students in a particular development. This is the interaction of objective learning consciousness, by placing the student as the center of attention. Students have a purpose, other elements as an introduction and supporters.

2. There is a planned procedure designed to achieve the stated objectives. In order to achieve the intended purpose. In order to achieve the goal optimally, then in the interaction needs a procedure, or steps systematic and relevant. To achieve a learning goal that one with another.

3. The interaction of learning is characterized by a special material cultivation. In this case the special material is designed in such a way that is suitable to achieve the goal, of course in this case need to pay attention as components other, let alone components of students who are central. The material should have been designed and prepared prior to the interaction of teaching and learning.

4. With the existence of student activities. As a consequence, that the student is a center, then the student activity is the absolute requirement for the ongoing interaction of learning. Student activity in this case, both physically and mentally active. That is in line with the CBSA concept. So there is no point in tutoring learning interaction activities, if the students are just fasif. Because the students are learning, then they have to do it.

5. Learning interaction process, tutor role as tutor then tutor must try to turn and give motivation, in order to happen process of conducive interaction. The tutor must be prepared as a mediator in all learning situations, so the tutor will be a character to be seen and will be imitated by his students.

6. The process of learning interaction requires discipline in the interaction of learning is defined as a pattern of behavior arranged in such a way according to the provisions that have been adhered by all the parties with consciously, both the tutor and the students. The congress mechanism of adherence to the rule or order will be seen from the implementation of the procedure. Then the steps carried out in accordance with the procedures outlined, the deviation from the procedure, means an indicator of disciplinary violations.

7. To achieve certain learning objectives in a class system (group of students), the deadline becomes one of the characteristics that cannot be abandoned. Each goal will be given a certain time, when the goal should be achieved.

With some of the features described above, the assessment element is a very important element. In relation to the intended purpose, then to know whether the goal has been achieved through the interaction of learning or not, please note the purpose of assessment activities. Thus the characteristics of educational interaction, indeed can be seen specific in teaching activities, what tombs are said educational interaction will take place with the activities of learner interaction

3. RESEARCH METHODS

This research was conducted at Pokjar in Pangkep regency. The determination to examine this lesson, as an alternative to explore the discipline of the tutor, as the supporting aspect of the smoothness of the process of learning, because this principle of Pokjar is always pay attention and give priority to the quality of the graduates by paying attention to the needs of the students in the learning process. creating an optimal learning process.

The population of this study is a student class tutorial per semester in Pangkep District. Sampling was done by using technique of Purposive Sampling counted 81 people. Based on the characteristics of data to be studied then the data collection techniques used as follows:

1. Observation, i.e. hold a systematic observation with regard to the attention to phenomena that appear in the learning process.

2. Documentation, namely the recording of data that is a document such as student data and tutors.

3. Questionnaire, which is distributing a number of list written questions to students that contains about the response to the ability of tutors to improve student's motivation to learn.

Based on the data collected, then the data is analyzed with statistics, analysis model used in accordance with the design of the research is Product Moment analysis.

4. RESEARCH RESULT

Based on the results of data analysis obtained calculated value of 0.435 is greater than the value table 0.213 at 5% significant N = 81. This means that the discipline of tutors in carrying out their duties as mentors and teachers positively affects the improvement of student achievement.

Situation and conditions of school district. Pangkep in the learning process and needs in general must be known, because by knowing the characteristics of students, tutors must have a broad knowledge base about all components of the learning process. There are several characteristics that must be visible in the learning process, as an effort to discipline student tutors are:

a. The Pokjar situation challenges students to study freely but in a controlled manner.

b. Tutors do not dominate the conversation but give more stimulus to the students to solve the problem.

c. Tutors seek student learning resources, can be written sources, can be human resources, such as students themselves explain the problem to other students, various media required, teaching aids, including tutor itself as a source of learning.

d. Student learning activities vary, there are activities that are jointly done by all students, there are learning activities conducted in groups in the form of discussion and also learning activities must be done by each student independently. Determination of learning activities is regulated by the tutor in a systematic and planned.

e. Tutor relationships with students must reflect the nature of human relationships as father and child, not the relationship of leadership with subordinates. Lecturers establish themselves as mentors of all students who need help when they face learning problems.

f. The situation and condition of the tutorial class is not rigidly tied to the dead order, but at times it is changed according to the needs of the students.

g. Learning is not only seen and measured in terms of results achieved by students but also seen and measured in terms of the learning process undertaken by students.

h. The bravery of the student submits his opinion through the question or statement of his ideas, whether proposed to the tutor or to other students in solving learning problems.

i. The tutor always respects the opinions of the students regardless of right or wrong, and is not allowed to kill or reduce / suppress the opinion of the student in front of other students. Tutors even have to encourage students to always submit their opinions freely.

5. CONCLUSION

Based on the results of research indicate that each tutor in Pokjar Pangkep, responded by students is the average able to increase the students' learning passion in the learning process, so that the dominant students experience increased learning outcomes semester. Ideal step that every tutor is always trying to motivate all the guidance with techniques that match the conditions of students.

The factors that influence the motivation of studying of Pangkajene island district in particular are age, condition, physical and strength of intelligence which must also be considered in this case. Motivation is very important because a group that has motivation will be more successful learning than a group that is not motivated. Thus motivation must be developed based on consideration of individual differences.

Tutors often use incentives to motivate students to study continuously in order to achieve teaching objectives. Incentives are beneficial because they contain goals that will give satisfaction to student learning needs. That's why the tutors here are creative and imaginative in providing the right incentives.

From the conclusions that have been put forward, then the suggestion of the author given the variations of student characteristics are very diverse individually, then the absolute potential of internal motivation is also different. Therefore tutors need to keep learning about ways to generate student motivation.

The concept of motivation can help students to understand and explain the behavior of individuals who are learning, it is expected that each tutor presumably determines things that can be used as a learning booster, trying to clarify the learning objectives to be achieved and able to create student learning diligence.

REFERENCES

[1] Aman, Sopian. DKK. 1980. Pedoman Didaktik Metodik PMP. Pn. Nasional Surabaya

[2] Ali Muhammad. 1982. Penelitian Kependidikan, Prosedur dan Strategi. Bina Aksara, Bandung.

[3] Arikunto, Suharsini. 1991. Prosedur Penelitian, Suatu Pendekatan Praktik, Rineka Cipta, Jakarta.

[4] Djamarah, Syaiful Bahri dan Aswan Zain. 2002.Strategi Belajar Mengajar,Rineka Cipta. Jakarta

[5] Elsantoso. (Tanpa Tahun). Kamus Populer Indonesia. Balai Pustaka. Jakarta

[6] Eteng. M. Raka Joni. 1983. Pengelola Kelas Dedikbud. Dirjen Dikti. Jakarta

[7] Harun Utuh. 1986. Proses Belajar Mengajar PMP. Usaha Nasional, surabaya

[8] Hasibuan J. 1988. Proses Belajar Mengajar Keterampilan Dasar. Remaja Karya Bandung

[9] Idris Abustam. 1996. Pedoman Praktis Penelitian dan Penulisan Karya Ilmiah IKIP. Ujung Pandang

[10] Moh Nasir. 1985. Mhetode Penelitian. Ghalia. Indonesia. Jakarta

[11] Muhammad Ali. 1982. Penelitian Kependidikan. Prosedur dan Strategi. Bandung

[12] Nana Sudjana. 1984. Metode Penelitian Ilmiah. Jemmars .Bandung

[13] Oemar Hamalik. 1990. Dasar-Dasar Proses Belajar Mengajar. Sinar Baru. Bandung

[14] Usman, Moh Uzur. 1992. Menjadi Guru Profesional. Remaja Rodakarya Bandung

[15] Prasetya Irawan. 1997. Teori Belajar, Motivasi dan Keterampilan Mengajar. Depdikbud. Jakarta

[16] Poerwadarminta WJS. 1984. Kamus Umum Bahasa Indonesia. Bina Aksara. Jakarta

[17] Rachman Natawidjaya. 1991. Psikologi Pendidikan. Dirjen Dikti Jakarta.

[18] Sadirman, A.M. 1996. Interaksi dan Motivasi Belajar Mengajar. PT. Raja Grafindo Persada. Jakarta.

[19] Soejono. 1985. Metodologi Statistik. Yayasan Penerbit Fakultas Psikologi UGM. Yogyakarta.

[20] Suyitno. A. 1982. Konsep Pendidikan Moral Pancasila Sebagai Pendidikan Nilai. P2LPTK. Jakarta

[21] Sudirman dkk. 1989. Ilmu Pendidikan. CV. Remaja Karya. Bandung

[22] Sutrisno Hadi. 2000. Statistik. Penerbit Andi. Yogyakarta.

[23] Slameto. 1998. Belajar dan Faktor-Faktor Yang Mempengaruhi. Balai Pustaka. Jakarta.

[24] Suadi Suryabrata. 1982. Metodologi Penelitian. CV. Rajawali. Jakarta.

[25] Suharsimi Arikunto. 1989. Metodologi Penelitian. Balai Pustaka. Jakarta

[26] Susilo H. 1995. Pengantar Pendidikan Lingkungan. Malang. PKPKLH

[27] Usman M. Uzer. 1991. Menjadi Guru Profesional. PT. Remaja Rodakarya. Bandung