Discipline of students in the teaching and learning process is very important to support the teaching and learning process in the classroom during the COVID-19 pandemic. However, many students lack discipline when participating in the teaching and learning process during the COVID-19 pandemic, such as being late for a Zoom class, turning off the camera unilaterally for various reasons, and turning off the sound when asked to participate for technical reasons. This study aims to find out a clear picture of the teacher's strategy in disciplining student learning online during the Covid-19 pandemic at SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul. The approach in this study is a qualitative approach, the method used is a descriptive method. Sources of data used in this study is primary data. Primary data were obtained from the answers to interviews conducted with key informants who were designated as research samples. The result of this study is that student discipline in the implementation of online learning during the Covid-19 pandemic at SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul is quite good. Teachers teach based on lesson plans and syllabus and teach with mixed methods (blended learning) using whats up group applications, google class rooms, and google meet in learning. The teacher's strategy in disciplining student learning online is by making learning contracts, providing understanding material about discipline with the narrative method. And being an example by always being on time, besides that, the teacher always gives assignments to get students to be disciplined in learning. The obstacles that occur after the student discipline strategy is implemented are that there are still students who do not do assignments on time, student participation in conveying arguments or opinions is still low so that learning runs monotonously. In addition, students often commit plagiarism in completing their assignments. The efforts made are by always advising and providing an understanding of the importance of discipline and providing good examples and examples to students. Create groups, so that students are more active in learning because they have to present and discuss. The next step, if three times the student is reprimanded, the student is not also present in the online class and does not collect assignments, then the teacher asks the homeroom teacher and BK teacher for help to reprimand the student.

Keywords: Online, Discipline, Barriers, Strategy.
Concerning the National Education System that education aims to develop religious spiritual strength, self-control, intelligence personality, noble character, and skills. In a country without education, it will not be able to make its society more developed to continue to fix the problems that exist. This makes education as an alternative solution to the problems that occur in a country.

Education as an alternative that is preventive in nature because education is the initial foundation in building a new generation of a better nation. This learning is an educational innovation to answer the challenge of the availability of varied learning resources. The success of a model or learning media depends on the characteristics of the students. As revealed by Nakayama, all the literature on e-learning indicates that not all students will be successful in online learning. This is due to the factors of the learning environment and the characteristics of students. (Nakayama et al., 2017).

Character planting starts from the family, relatives, school and community environment. The formation of character through schools must also be considered in educational schools not only about subjects that are only concerned with cognitive acquisition but also how to inculcate morals, aesthetic values, noble character and so on. The current phenomenon is that their students lack respect for their teachers, they think of teachers as just friends, so they don't need to be respected and respected. So with that there is a need for a solution to this problem so that students have good character and respect teachers, love friends as they should. The quality of education can not only be judged from their cognitive abilities but also students can have good and strong positive characters.

Discipline of students in the teaching and learning process is very important to support the success of the teaching and learning process in the classroom during the COVID-19 pandemic. However, many students lack discipline when participating in the teaching and learning process during the COVID-19 pandemic, such as being late for a Zoom class, turning off the camera unilaterally for various reasons, and turning off the sound when asked to participate for technical reasons. This is certainly a form of indiscipline that will cause the teaching and learning process to not go well.

By looking at the conditions in which the current COVID-19 virus in Indonesia has an impact on the entire community. According to kompas, 28/03/2020 the impact of the COVID-19 virus occurred in various fields such as social, economic, tourism and education. Circular (SE) issued by the government on March 18, 2020, all indoor and outdoor activities in all sectors are temporarily postponed in order to reduce the spread of corona, especially in the education sector. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of COVID, in the Circular it was explained that the learning process was carried out at home through online/distance learning to provide a learning experience meaningful to students. Studying at home can be focused on life skills education, including regarding the Covid-19 pandemic.

Discipline is an action that shows orderly behavior and obeys various rules and regulations. Discipline as an educational tool means all the rules that must be obeyed and implemented. The meaning is nothing but the improvement of the students themselves. At school, discipline means obeying school rules. A student is said to be disciplined if he follows the rules at school. Here the school must implement it fairly and impartially. (Basuki & Saputra, 2017). The importance of discipline itself is for the development of the child, because it fulfills certain needs. Thus discipline increases the happiness and personal and social adjustment of the child (Hurlock, 2014). Terdapat Kelima disiplin yang merupakan aspek untuk menentukan learning organization yang dikemukakan oleh (Senge, 2018) namely personal mastery (personal expertise), mental mode (mental model), shared vision (shared vision), team learning (team learning), and systems thinking (systems thinking).

Departing from this phenomenon, how is an educator who is the spearhead in building the character of student discipline in schools. Discipline character can be formed according to the conditions and circumstances faced by the child. Starting with giving good examples in behavior, getting used to doing good, inviting students to think about good actions and telling stories by taking lessons (Hermana, 2016). Discipline character of children must be formed as early as possible, with comprehensive education can form a true lifelong learner. However, disciplinary character education for students must be carried out in a balanced manner, both in terms of academic, social and emotional aspects.
SDN 01 Iwul, SDN 02 Iwul, SDN 03 Iwul are quite well-known elementary schools in Parung District, Bogor, West Java. Every year the level of enthusiasm of the community or parents of students in registering their children for basic education at SDN 01 Iwul, SDN 02 Iwul, SDN 03 Iwul is always high and shows a lot of continuous interest. This is despite the local residents' confidence in the quality of learning at SDN 01 Iwul, SDN 02 Iwul, SDN 03 Iwul. To maintain public trust, the management of SDN 01 Iwul, SDN 02 Iwul, SDN 03 Iwul must be able to maintain the consistency of the quality of the learning provided. No exception during the pandemic, teachers at SDN 01 Iwul, SDN 02 Iwul, SDN 03 Iwul must be able to adapt to provide a quality learning process and adapt to the dynamics of the ongoing pandemic. This ability is important to maintain the quality of graduates from SDN 01 Iwul, SDN 02 Iwul, SDN 03 Iwul.

Method

In this study, the author uses a qualitative approach. Qualitative method according to Miles & Huberman (2019) qualitative method aims to "Reveal various uniqueness contained in individuals, groups, communities, and/or organizations in everyday life in a comprehensive, detailed, deep, and scientifically accountable".

The purpose of descriptive research is to make a description (description), a systematic, factual and accurate description of the facts, nature and relationships between the phenomena being investigated, by collecting the data obtained for analysis using a qualitative approach. Meanwhile, according to the qualitative approach (Sugiyono, 2017), to get in-depth data, a data that contains meaning. Qualitative methods can significantly affect the substance of the research.

This research was conducted by means of observation, interviews and literature study. Observation is used to make direct observations to the field or research locus, where the research locations in this study are SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul while the interview was conducted by the author on predetermined informants. Furthermore, a literature study was carried out to obtain information related to Teacher Strategies in Disciplining Student Learning Online in the Covid-19 Pandemic Period. The results of the observations, interviews and literature studies are then presented and developed in written form and discussed with the established theory.

Sources of data used in this study is primary data. Primary data were obtained from the answers to interviews conducted with key informants who were designated as research samples.

The informant determination technique used in this research is purposive (taking informants based on objectives). In this case the researcher determines the members of the informants based on the researcher's own considerations in accordance with the aims and objectives of the study. Thus the process does not go through the selection process as is done in the random technique but the sample is determined intentionally by the researcher. Based on the consideration that experience and high-intensity participation in observing and even directly related to the problem in this research, several categories of informants were selected, namely: Teachers, Principals, and Students.

In this study, qualitative descriptive data analysis was guided by the theory of Miles & Huberman (2019). In qualitative data analysis, there were 4 analysis components, namely: the process of collecting data (data collection), data reduction (data reduction), data presentation (data display), and drawing conclusions. (conclusion drawing). This process continues throughout the research, even before the data is actually collected, the researcher will use these four techniques to achieve an in-depth analysis of the data obtained. In analyzing the level of validity of the data is done by triangulation of data. Data triangulation, which is a technique for checking the validity of data that utilizes something other than the data collected for checking purposes or as a comparison against the data.
Result and Discussion

Student Discipline in the Implementation of Online Learning during the Covid-19 Pandemic at SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul

Learning is a process of interaction between students and educators. Learning is assistance provided by educators so that there is a process of acquiring knowledge, mastering skills and forming attitudes and beliefs in students. In other words, learning is a process to shape students to gain knowledge.

Based on the results of interviews with the teacher at SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul about how the learning activities carried out at the time of opening the lesson as a teacher stated that, before carrying out the learning process he said greetings first, checked attendance, provided motivation to students.

The same thing was said by students about online learning. A student at SDN 01 Iwul said: “Learning online is usually through wa groups, later you will be given the link to the google meet. It's the same as doing the work at GCR.”

A student at SDN 02 Iwul said: “The teacher prepared a google meet link, when everyone joined, it was like class as usual, taking time off and asking assignments, and explaining material. Sometimes we talk about the current situation, it gives us encouragement to learn.”

A student at SDN 01 Iwul said: "When I study online, I join google meet, it's just like normal learning, the teacher explains the material, then there are questions and answers and doing assignments."

The learning process is carried out by the teacher greeting students before learning begins, taking attendance to find out students who are present or students who are not present (online). WhatsApp group and provide motivation to encourage students to have an interest in learning even though learning is online. Then the teacher prepares the material, the teacher sends the material to the students via WhatsApp group, then the students study and observe the material and then the teacher gives assignments to students related to the material that has been delivered.

In conveying the reference material the guidelines used by the teacher are the syllabus and lesson plans. This is done so that the learning process through Whatsapp groups is more focused. In compiling the material the teacher includes the main points of discussion in the syllabus and lesson plans and the teacher has adjusted the learning materials contained in the syllabus of subjects that have been adapted to core competencies, basic competencies and learning objectives. In addition, teachers also look for other references on Google and YouTube to seek broader knowledge about related materials. However, the material used is reduced because the time for teaching and learning that is carried out online is not the same as before Covid.

The teacher's learning process activities use a variety of learning methods. The learning method is a systematic way of working that facilitates the implementation of learning in the form of specific implementation of concrete steps so that an effective learning process occurs to achieve a certain goal such as positive changes in students.

In improving the learning process, the method used by the teacher stated that: “The first step that will be given is to provide learning materials. For example, when I explain about Democracy, I use a mixed learning method with two approaches at once in the sense that the teacher uses an online system (Whatsapp group) as well as face-to-face through video coverage through the googlemeet application. Through google meet, teachers can use the question and answer method so that the learning process is not monotonous.”

In improving learning, the method used is the mixed learning method (blended learning) is a learning method that uses two approaches at once in the sense that the teacher uses an online system (Whatsapp group) as well as face-to-face through video coverage (VC) via Google Meet. So, even though the teacher and students are doing distance learning, they can still interact with each other. Question and answer method is a way of presenting lessons in the form of questions that must be answered, especially from teachers to students, but can also from students to teachers so that the learning process is not passive.
The advantages of mixed learning methods (blended learning) according to the teacher are: "The advantages of blended learning methods are that they are effective and efficient. Students are easy to access materials, free to study subject matter, take advantage of materials available online. In addition, students can have discussions with the teacher and his friends outside of face-to-face hours and not spend too much energy on teaching. The advantages of the question and answer method can stimulate student activity, improve students’ thinking skills and as feedback to find out the extent of students’ understanding of the material."

In improving the learning process by using learning methods that are suitable for students such as blended learning and question and answer. Therefore, the advantage of the blended learning method is that it saves time because students just sit at home to carry out the learning process without having to go to school. Students are easy to access learning materials, in this case the teacher sends material in the form of files to make it easier for students to learn and students search for materials related to searching on google.

Students are free to study subject matter independently wherever they are. Utilize materials available online, by means of students searching on Google. Students can have discussions with teachers or other students outside of face-to-face hours, meaning that teachers and students can have online discussions without meeting face-to-face, students can also discuss with their friends about material that has not been understood after learning is complete. The teacher does not spend too much energy teaching, so the teacher only explains the learning material, asks and answers students’ questions.

The advantages of the question and answer method are (1) It can stimulate student activity during the learning process even though online learning (2) Improves students' thinking skills in the learning process even though online learning (3) As feedback to determine the extent of student understanding during KBM takes place.

The learning process in standardized education units must be held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing scope for initiative, creativity, and independence according to the talents, interests and physical and psychological development of students, and The most important thing in the learning process is to provide an example.

In supporting the standard process, each education unit carries out lesson planning, implementation and evaluation of the results, the standards of which are developed by the National Education Standards Agency (BSNP) which is stipulated by a Ministerial Regulation.

Teachers in charge of managing learning in schools. Teachers must understand the development of syllabus and lesson plans (RPP). Teachers as role models and examples for students so that students follow what is their role model and teachers also provide. Motivation to students as a change in energy in themselves which is characterized by the emergence of feelings and reactions to achieve goals. Therefore, with the existence of motivation in students, students will study more diligently and enthusiastically in following lessons, because motivation contains the most important values to increase student interest in learning which is carried out online.

Online learning requires facilitation such as cellphones or laptops, but there are some students who do not have cellphones or laptops plus the absence of internet quota to do online learning is a big problem for teachers and students. In addition, with online learning the teacher becomes overwhelmed in applying suitable methods so that students can easily understand the material presented, because online learning is not done face-to-face. Online learning is less effective because there are reasons for students who do not have a network, cellphone or laptop.

The obstacle experienced by teachers during online learning is the lack of students' understanding of the online learning process. This is because students do not understand the learning taught by the teacher because students do not meet face to face and the teacher is also very difficult to monitor student learning progress online. The main factor that is more important is the lack of facilities owned by students when learning online is internet packages that cannot be reached by all students.
Teacher's Strategy in Disciplining Student Learning Online during the Covid-19 Pandemic at SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul

Based on the results of interviews with teachers and principals at SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul, it can be seen that the first strategy used to shape the character of discipline in students is through learning contracts. A learning contract is an agreement or agreement made by the teacher and students with various purposes, one of which is to form student discipline. This learning contract is made at the beginning of learning.

Before the teacher starts online learning for the first time, the teacher invites students to make the learning contract so that the learning process can run smoothly. Before the COVID-19 pandemic, teachers at SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul were already accustomed to making learning contacts with students. However, the learning contract is not appropriate if it is used during the learning process through online learning. Therefore, teachers and students make new learning contracts. This learning contract was made and adapted to the current conditions of the covid-19 pandemic, so that there were not many agreed learning contracts, but there were still rules that students had to obey through the agreement.

The purpose of making learning contracts between teachers and students is so that students can be disciplined, still have responsibility and awareness of their obligations. The agreement includes, among others, punctuality when joining the google meet room, as well as sanctions for students who (late entry, do not enter class without permission, and do not collect homework). The agreed learning contract varies in each class, but still has the same goal, namely to discipline students.

The second strategy carried out by the teacher in shaping the disciplined character of students at SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul is using the narrative method. This strategy is carried out by the teacher with the aim that students can easily understand the importance of the character of discipline for life. This activity is carried out by the teacher when the online learning process takes place. In addition to providing understanding to students about the character of discipline through the material, storytelling strategies are considered effective enough to grow the character of discipline in students.

The third strategy carried out by the teacher in shaping the disciplined character of students at SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul is by giving examples of discipline to students directly through attendance and entering class on time.

The fourth strategy used by teachers in shaping the disciplined character of students is through giving assignments. Giving assignments to students is done to get used to disciplined behavior. The teacher gives assignments to students every time the online learning process ends. The assignments given should not burden students due to the ongoing Covid-19 pandemic, so the assignments should not be difficult and burdensome for students in doing them. However, assignments must still be given to assess student discipline. This assignment is not only intended to measure the extent to which students master the material, but also to assess how disciplined students are. Each assignment that has been given has a deadline for collection that has been set by the teacher, so that if there are students who are late in submitting assignments or do not submit assignments at all, they can be judged to have less disciplined behavior.

Strategies for technical obstacles, the school provides solutions that may be useful and can minimize the occurrence of obstacles that occur so that online learning can run smoothly and the character formation of students shows better results than before.

The solution to the obstacles experienced in the process of forming disciplined character through online learning is that schools have facilitated students who are constrained by gadgets and unstable network connections to conduct online learning at school. With the approval of the Principal, students can do PJJ at school in a special room that has been provided. This facility is provided by the school with the hope that there will be no more students when the online learning process takes place, there are still reasons about gadgets or unstable network connections.

The results of this study are in line with the research of Sutarto et al., (2020) entitled Teacher strategies in online learning to increase students’ interest in learning during the COVID-19 pandemic. The results showed that the
strategies used by teachers to increase students' interest in learning were to provide students with an understanding of the importance of learning, to make learning materials short, clear, and interesting, to use simple and interesting media, and to conduct periodic and continuous evaluations.

**Barriers and Efforts in Implementing Teacher Strategies in Disciplining Student Learning Online during the Covid-19 Pandemic at SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul**

In the implementation of learning in strengthening the character of learning discipline at SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul, there are still obstacles. The obstacles in disciplining student learning are about being on time, complying with regulations, participating in learning activities and completing assignments on time. Apart from this, there are obstacles in strengthening the character of student learning discipline. Students are late because they wake up late. Students have limited quotas or difficult signals that make the child late for entry. Students lack awareness for discipline and motivation to learn; Active students who answer questions are only those students and do not do assignments on time, as well as assignment plagiarism.

This obstacle is also in line with Andrianingsih & Busyairi's research, (2018) entitled Student Learning Disciplines in Class III Online Learning. This research shows that the factors of lack of student learning discipline are boredom in students, difficulty getting signals for online learning, less time for parental assistance, optimal, and lack of understanding of students in learning. learning materials. This research is also supported by Saugadi's research (2020) with the title The Role Of Teachers In Increasing Student Motivation Of Students In Sman 2 Tolitoli During The Covid-19 Pandemic which states that teachers find several challenges in online learning including internet connections, students who do not responsiveness, and problems with equipment operation early in the pandemic.

The existence of plagiarism behavior (Plagiarism) in doing assignments is an obstacle in online learning. The task is intended to evaluate the learning material that has been previously delivered. Students are expected to do it as fully and honestly as possible so that they can know the extent of their competence in understanding the material they are studying. However, it is undeniable that in practice there are many students who carry out unjustified activities such as plagiarism.

In the implementation of online or online learning, obstacles or incompatibility are often found with proper learning. Based on interviews with teachers and principals, it is known that the obstacle that often occurs is the lack of awareness of students to discipline in learning. Students often do not do assignments on time, even though the teacher reminds students continuously. At the time of learning, student participation in conveying arguments or opinions was still low so that learning was monotonous.

In time discipline, students are always reminded to be active (online) on time. Efforts were made, namely before carrying out the learning process, the teacher first distributed the schedule to students through the whats up group. Chat with students so that students prepare to start the online learning process. Students who are late to be active (online), the teacher will give directions to these students to be present on time so that students have awareness by continuously reminding them to be present on time.

Discipline of students had decreased during the COVID-19 pandemic, but over time these obstacles could be overcome. Although there are still one or two students who are still late during the learning process and when collecting assignments. Based on interviews with teachers, it is known that if the student is reprimanded 3 times, he does not collect assignments, then the teacher asks the homeroom teacher and BK teacher for help to reprimand the student. From the statement it was explained that most of the students had good disciplined characters, but there were still some students who were not disciplined such as not participating in the online learning process and not doing their assignments.

In this case, the teacher cooperates with the homeroom teacher and BK teacher. Students who do not participate in learning more than 3 times and do not collect assignments will be followed up with a home visit. The BK teacher together with the homeroom teacher will visit the students' homes and consult with parents and guardians about the obstacles experienced which resulted in the students not taking part in the lesson.
While the efforts made to overcome monotonous learning and plagiarism are the teacher always absent students while asking for a review of the work being done. If there are students who do not submit assignments, the teacher will question the reasons and provide an understanding of the importance of discipline. The teacher gives the opportunity to the student until the specified time after the online class is over, the student must do the assignment and collect it on time.

The learning plan carried out by the teacher through online is first, the teacher greets students in the what's up group while sharing the google meet link and reminding them to go to class on time. When learning, the teacher asks how the students are doing while taking attendance and listening to student reviews about the previously studied assignments, and motivates students. The teacher invites the group to present the previously agreed material. The teacher invites other groups to ask and answer each other and discuss the material discussed. The teacher concludes the material discussed as well as gives directions and assignments for the next lesson. After that, the teacher closed the lesson.

Disciplining students through online learning is more difficult than the process of disciplining students offline. This can happen because, when online learning, teachers are constrained in monitoring the character development of students due to time and place limitations. When online learning, teachers and students only meet during the learning process, it is different if the learning process takes place as usual, the intensity of teachers meeting with students is more so that it is easier for teachers to monitor the character development of students.

According to Ariani et al., (2022) which states that teacher problems are mainly about adaptation, emotional attachment, limited time allocation, student mood, and focus, students' social skills and character, teacher preparation, parental involvement, lack of facilities, and technical skills and costs.

Discipline is a very important thing for educational institutions, because discipline is very important, so the school as an educational institution and an organization needs to grow a disciplined attitude from both teachers and students. Regarding the teacher's efforts to improve student discipline in the online learning process, what must be done is to advise and provide an understanding of the importance of discipline and to provide good examples and examples to students.

Therefore, with this role, the final hope is that students can show better things, in the sense that learning discipline is expected to increase motivation and interest in learning. The teacher's role in shaping student discipline is very important. Therefore, the direction and advice of the teacher becomes a guide for student learning activities.

Summary

Student discipline in the implementation of online learning during the Covid-19 pandemic at SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul was quite good. In learning the teacher always tries to improve discipline by providing an understanding of the importance of discipline so that the learning process is more focused and constantly reminds students to be disciplined by explaining the current situation. Teachers teach based on lesson plans and syllabus and teach with mixed methods (blended learning) using what's up group applications, google class rooms, and google meet in learning.

The teacher's strategy in disciplining student learning online during the Covid-19 pandemic at SDN 01 Iwul, SDN 02 Iwul, and SDN 03 Iwul is by making a learning contract, the teacher makes a learning contract so that learning is carried out regularly and based on mutual agreement. Provide material understanding of the discipline with the narrative method. In this method the teacher tells the examples of heroes. The teacher always tries to be an example by always being present on time. Teachers always give assignments to familiarize students with discipline in learning.

The obstacles that occur after the student discipline strategy is implemented are that there are still students who do not do assignments on time, student participation in conveying arguments or opinions is still low so that learning runs monotonously. In addition, students often commit plagiarism in completing their assignments. The efforts made are by always advising and providing an understanding of the importance of discipline and providing
good examples and examples to students. Create groups, so that students are more active in learning because they have to present and discuss. Next, if the student is reprimanded 3 times, the student is not also present in the online class and does not collect assignments, the teacher asks the homeroom teacher and BK teacher for help to reprimand the student.

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