

CHAPTER V

DISCUSSION

Based on the finding from interviews, observations and documentation, the results of this research findings were analyzed. All those data were discussed with the related theory from chapter II. In this chapter, the researcher presents the results of the discussion.

1. Teacher's pedagogical competence in educating student character during online learning

According to the theory of Rusdiana and Yeti (2015) about teacher pedagogical competence in mastering student's character has some indicators, they are (1) The teacher can identify the learning characters of each student in the class, (2) the teacher ensures that all students have the same opportunity to actively participate in learning activities, (3) the teacher can organize the class to provide equal learning opportunities to all participants students with physical disabilities and different learning abilities, (4) Teachers try to find out the causes of student behavior deviations to prevent these behaviors from harming other students, (5) Teachers help develop potential and overcome student deficiencies, (6) Teachers pay attention to students with certain physical weaknesses in order to be able to participate in learning activities, so that these students are not marginalized.

This is in line with the results obtained by the researchers in their findings, that are the English teacher of MA Mambaul Ulum Jombang can

identify the character of the students in the class by using writing a notes that made during learning such as special student notes, student attendance records and student assignment notes. The teacher assessed the character of students' discipline and responsibility during learning using this note. Second, the teacher ensures that all students have the same opportunity to actively participate in learning activities by conducting question and answer activities and randomly appointing each student to actively participate in answering also asking questions or making examples directly during learning.

Third, the teacher can organize the class to provide equal learning opportunities to all participant students with physical disabilities and different learning abilities by using media that can be reached and used by all students. The teacher uses a variety of learning media in teaching so that every student who has weaknesses or cannot understand the material will be taught by other methods. Fourth, the teachers try to find out the causes of student behavior deviations to prevent these behaviors from harming other students by following up on students with problems to BK or Student Affairs to get treatment and better counseling and also involve parents in overcoming student misbehavior by sending letters, calling parents or through visits to the concerned homes. Student Affairs will follow up directly on students who commit deviant behavior, and the school will work with parents to deal with students who engage in deviant behavior. Teacher also teach students to admit mistakes and try to fix the problem, this to educating student to have a responsibility and discipline character.

Fifth, Teachers help develop potential and overcome student deficiencies by using a collaborative strategy because with this strategy such as making group, pair tasks and also give remedial for students so that they would have the responsibility to finish their assignments and also there are many characters that can be achieved or educated to students such as leader characters, cooperation, mutual cooperation, responsibility and discipline. Sixth, Teachers pay attention to students with certain physical weaknesses in order to be able to participate in learning activities, so that these students are not marginalized by giving appreciation to the students because they are willing to do the assignment and take responsibility for the do the tasks that given by the teacher and also ask students who still do not understand or have difficulty understanding the material to come to school to be taught face to face but with limitations. This was done to giving feedback and foster a sense of the importance of discipline and responsibility in students during learning.

This finding strengthens previous research from the Rusdiana and Yeti theory regarding aspects of mastering student character in pedagogic competence because English teachers at MA Mambaul Ulum implement their pedagogic competencies according to aspects or indicators in Rusdina yeti theory (2015). The implementation carried out by the English teacher at MA Mambaul Ulum Jombang in educating students' character is in line with the 6 existing aspects and is carried out as much as possible because this online learning process changes the teacher's learning model from the previous one. From the 18 indicators that exist in basic competencies, not all can be achieved,

so English teachers at MA Mambaul Ulum Corogo maximize their competence in educating students' character, especially on the character of responsibility and discipline.

Seventh, teachers can educate students' character in the classroom using various strategies. Now character education is an important point in the world of education. Over time the degradation of morals and character continues to occur. So it is fitting that we must realize how important good character education is in planting from an early age to a child. from the data analysis, it can be seen that teachers use various strategies to educate students' characters such as moral modeling, moral acting, exemplary, habitual, advice, pinishment. This means that teachers are trying to be able to educate students' character to the maximum in this online learning period. Teachers use various strategies in order to achieve the target of basic competence and character values. Of course, in online learning not all character values can be achieved, but here the teacher focuses on several characters that can be achieved they are responsibility and discipline. In educating discipline character, teacher giving moral modeling strategy by (1.) The teacher comes on time (2.) The teacher checks the attendance of the students (3.) The teacher reprimands the students who are late politely and so on. In the character of responsibility, the MA Mambaul Ulum Jombang teacher uses several strategies, namely punishment, habitual and moral acting by (1) the teacher gives remedial to students (2) the teacher collects all assignments to students who have not done (3) uses facilitate students with the method cooperative and collaborative. Then This is in line with the theory

of Margustam (2010) which says that strategies in educating students' character can be done with 7 strategies, they are moral knowing, moral modeling or exemplary, moral feeling and loving, moral acting, advice, punishment and habitual. This finding of course strengthens Margustam (2010) theory because the MA Mambaul Ulum teacher uses the existing method in that theory.