

Character Development of Discipline and Teacher Responsibility at Madrasah Ibtidaiyah Banda Aceh

Ummiyani

Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia

Email: ummiyani@gmail.com

Abstract

This study describes 1) The form of the character of discipline and responsibility of teachers in MIN throughout Banda Aceh, 2) The contribution of madrasah principals and supervisors, 3) the Model of teacher character development, 4) the Implications of teacher character development. This study is a qualitative study with a descriptive approach. The study was conducted in Banda Aceh on three objects of study, namely MIN 2, MIN 6, and MIN 8. The informants in this study were three madrasah principals, three supervisors, and other teachers. Data collection used interview, observation, and documentation techniques. The research findings show 1) The character of teachers in MIN 2 states that 5 teachers have undisciplined and irresponsible characters, MIN 6, 5 teachers, while MIN 8, 5 teachers, 2) The contribution of the principal and supervisor to the development of teacher character in MIN 2 as a leader, motivator, and supervisor, MIN 6 as a leader, manager, supervisor, and motivator, MIN 8 as a leader and supervisor, 3) The model of teacher development in MIN 2 is direct and indirect, MIN 6 uses a personal and group model, MIN 8 with an advice model, 4) The implications of teachers in MIN 2 by calculation are only three teachers out of 5 teachers, MIN 6, 4 out of 5 people, MIN 8, 3 teachers out of 5 teachers show significant changes.

Keywords: *Coaching Model, Contribution, Discipline and Responsibility Character*

Abstrak

Penelitian ini menguraikan tentang 1) Bentuk karakter disiplin dan tanggung jawab guru di MIN se-Kota Banda Aceh, 2) Kontribusi kepala madrasah dan pengawas madrasah, 3) Model pengembangan karakter guru, dan 4) Implikasi pengembangan karakter guru. Penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif. Penelitian dilakukan di Kota Banda Aceh terhadap tiga objek penelitian, yaitu MIN 2, MIN 6, dan MIN 8. Informan dalam penelitian ini adalah tiga kepala madrasah, tiga pengawas, dan guru lainnya. Pengumpulan data menggunakan teknik wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan 1) Karakter guru pada MIN 2 menyatakan sebanyak 5 guru memiliki karakter tidak disiplin dan tidak bertanggung jawab yaitu MIN 6 sebanyak 5 guru sedangkan MIN 8 sebanyak 5 guru, 2) Kontribusi kepala sekolah dan pengawas terhadap pengembangan karakter guru pada MIN 2 sebagai pemimpin, motivator dan pengawas, MIN 6 sebagai pemimpin, manajer, pengawas dan motivator, MIN 8 sebagai pemimpin dan pengawas, 3) Model pengembangan guru pada MIN 2 yaitu langsung dan tidak langsung, MIN 6 menggunakan model personal

dan kelompok, MIN 8 dengan model nasihat, 4) Implikasi guru pada MIN 2 dengan perhitungan hanya 3 guru dari 5 guru, MIN 6 sebanyak 4 dari 5 orang, MIN 8 sebanyak 3 guru dari 5 guru menunjukkan perubahan yang signifikan.

Kata Kunci: Model Pembinaan, Kontribusi, Karakter Disiplin dan Tanggung Jawab

INTRODUCTION

The urgency of character in the nation's life is the main thing besides skill. With a person's soft skills, human beings should have exemplary character as an educational resource. The will of the constitution to make the nation's life more intelligent can be realized through character dimensions that students can directly emulate (Sya'bani, 2018). Thus, educational personnel mandated to become a State Civil Apparatus (ASN), in this case, teachers as a bridge in educating the nation's heirs, should have character regulated in the 18 national character values (Kementerian Pendidikan dan Kebudayaan, 2013).

A teacher must have moral character and performance character. Moral character speaks about the private heart, namely that a teacher must have the qualities of honesty, piety, politeness, and good manners (Baginda, 2018; Lapsley & Woodbury, 2016; Narvaez & Lapsley, 2008). Meanwhile, performance character is about work ethic or work ethics, namely hard work, challenge, thoroughness, tenacity, and diligence. The concept of character inspired by the holy book Al-Qur'an and the role model of the Prophet Muhammad should be a reference in teaching and learning life. As indicated in Surah al-Ahzab verse 21. It means: "*Verily there is (in) the Messenger of Allah a good role model for you (namely) for those who hope for (the mercy of) Allah and (the coming of) the Day of Judgment and he mentions Allah a lot*". (Q.S. al-Ahzab 21).

The term *uswatun hasanah* In this verse, the term *uswatun hasanah* explains a competency that the Prophet Muhammad had, namely being a role model. Apart from the concept of character in the Koran, the Prophet also complemented it *uswatun hasanah*, which is practiced directly in the context of life (Casmini & Hasanah, 2024; Saepurrohman & Erihadiana, 2024; Supriyono, 2023). Based on these normative facts, a teacher's character of discipline and responsibility must be present to significantly impact his personality, competence, morale, and performance. However, in reality, many teachers at MIN Banda Aceh City still have not been able to apply role models or character values to students; many

teachers are found to only teach with the target of achieving the educational goals stated in the learning syllabus.

As is known, in Banda Aceh, there are eleven State Ibtidaiyah Madrasahs. Therefore, of the (11) eleven existing State Ibtidaiyyah Madrasahs, almost all of them can be said to have teachers who do not fulfil the character of discipline and responsibility. So, it is virtually certain that the teacher is far from having good character or is indicated to be acting in a way that violates the character values of discipline and responsibility (Rahmiati et al., 2024; Rizkiyah, 2024). This research is based on the view that the government has only promoted character education for students, so educators have not received serious supervision. Such a condition was likely created because the government has provided all the tools to discipline educators, but, unfortunately, there are still some educators who carry out acts of undisciplined and irresponsible character when the government gives them complete trust.

The indication displays that framing does not characterize the character of work discipline, teaching discipline, and responsibility for the learning process. This is certain to be the leading cause of the failure to instill national character values in discipline and responsibility, specifically within the State Madrasah Ibtidaiyah in Banda Aceh City (Razali Yunus, 2023). This kind of condition is made worse by the indirect protection of educators. As a small example, the head of a madrasah, for example, gives time discounts to educators who are not present on time or are late, are late for class when teaching, or provide very loose latitude so that it becomes a problem of habit understood.

In essence, this condition creates an action that implies being an act of indiscipline and irresponsibility. It is usual for something like this to happen, considering that many teachers in madrasahs only want to be teachers as professionals and figure teachers. Usually, this kind of teacher is pleased not to teach, happy with the head of the madrasah who gives permission and leeway to teach without considering the loss to the students (Darman, 2021; Rahmat, 2021). This means that if there is a teacher who does not teach, the loss lies with the students who miss the lesson at that time.

Given this phenomenon, madrasah heads must, of course, carry out serious coaching. If you look deeper, the head of the madrasah is mandated by regulations as the highest leader in the madrasah. Apart from that, the head of a madrasah is equipped with various primary duties, functions, roles, and responsibilities

towards educators, particularly in this case (Fitria et al., 2022; Mufassir et al., 2019; Taufik, 2014). Madrasah heads have seven roles that are considered very urgent. However, these seven roles do not function well. In that case, there is a gap for educators to carry out various non-professional actions according to the code of ethics, as seen in several madrasahs in Banda Aceh City.

As the head of a madrasah who has the main leadership responsibilities, he can, of course, contribute directly through his role as a leader, his function as a manager, or other functions. A real contribution can, of course, be made to reduce the number of teachers with undisciplined and irresponsible characteristics in the madrasah being led.

Apart from that, the contribution of the madrasah supervisor, in this case, refers to the main tasks, functions, and urgent role in developing educators in the madrasah where he supervises. The contribution of madrasa supervisors has an urgent function in shaping the discipline and responsibility of educators. This is because educators need the role of supervisors in carrying out their duties as teachers or educators. In essence, madrasa supervisors' contribution in forming the educators' character is significant. It has a vital function in madrasahs: it lets teachers not feel like they are being let go without supervision and guidance. The contribution of madrasah heads and supervisors certainly has its pattern or model so that teachers can return to their character of discipline and responsibility. Based on these facts and data, in-depth research is needed regarding the teacher development model in MIN throughout Banda Aceh City, which is known to have an undisciplined and irresponsible character.

RESEARCH METHOD

This research is a qualitative study with a descriptive approach (Creswell, 2014), namely describing or presenting a complete picture of the Form of discipline character and teacher responsibility, the Contribution of coaching madrasa heads and supervisors, models of building discipline character and responsibility, as well as the implications of the results of teacher coaching in MIN throughout Banda Aceh City. This is analyzed from the contributions of the madrasa head and madrasa supervisor. The research was conducted in Banda Aceh City using three study objects, namely MIN 2, MIN 6, and MIN 8, Banda Aceh City. The time the research was conducted was from July 2023 to May 2024. The informants in this research were the heads of MIN 2, 6, and 8 as well as

supervisors of MIN 2, 6, and supervisors of MIN 8 and several teachers as other informants. Data was collected using semi-guided interviews; observations were carried out on two components: the component corresponding to the discipline indicators and the two responsibility components, and documentation review. Data analysis was carried out using reduction techniques, display, and concluding while testing the validity of the data, which was carried out using data triangulation techniques and method triangulation. The research will focus on 1) the Form of disciplinary character and responsibility of teachers in MIN in Banda Aceh City, 2) the Contribution of madrasa heads and supervisors to developing teacher character in MIN in Banda Aceh City, 3) the Model of developing disciplinary character and teacher responsibility in MIN in Banda Aceh City, 4) Implications of developing disciplined character and responsibility for teachers in MIN throughout Banda Aceh City.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

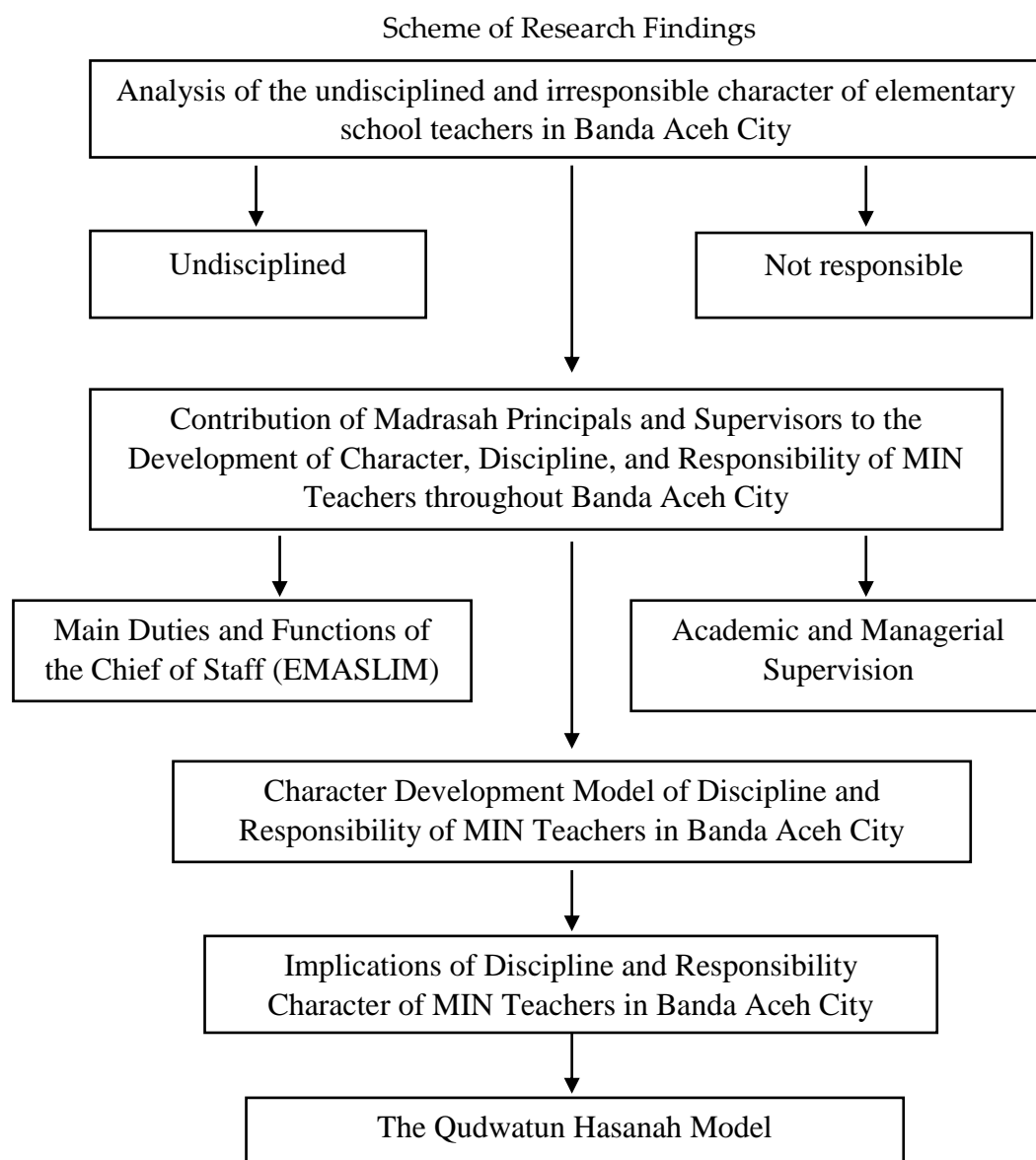
The model of developing disciplined character and teacher responsibility at Madrasah Ibtidaiyah is a vital role carried out by the head of the madrasah and supervisors who are given the mandate to supervise and be directly involved in the learning process, in this case, Madrasah Ibtidaiyah (Maujud, 2018; Sartika, 2022; Sonedi et al., 2018). Contributions that can create collaboration between madrasa heads and supervisors make resolving actions in an undisciplined and irresponsible character easier, as indicated in both MIN 2, MIN 6, and MIN 8 in Banda Aceh City.

However, from the results of the data found and presented from interviews, observations, and reviews of existing documents, it can be understood that the coaching model and contributions made by the head and supervisor of MIN 2 Banda Aceh City are very significantly different from those of the two other madrasas used as samples in this study. Thus, the different models and contributions made by both heads and supervisors of madrasas will show heterogeneous results in MIN 2 and other objects.

In the first object at MIN 2 Banda Aceh City, for example, the coaching model applied is a direct approach model, namely personal coaching that is explicitly called in the classroom, the coaching model with a group approach as a coaching model with light category standards. The madrasa supervisors at MIN

2 Banda Aceh City also do things similar to the coaching model carried out by madrasa heads.

Coaching is carried out by the head of the madrasah using a personal and a group approach. Either explicitly or implicitly, the coaching model realized in MIN 6 Model Banda Aceh is a model of personal coaching and coaching in teacher working groups. Slightly different from the other two madrasas, at MIN 8 Banda Aceh, the coaching model carried out by the madrasa head leads to advice-based coaching.



Based on the models applied by madrasa heads and supervisors on the three research objects. So, the author sees new indications that provide an opportunity to perfect the coaching model to help resolve problems, both undisciplined teacher character and irresponsible teacher character. This needs to be discussed as the final issue to perfect the teacher coaching model with an undisciplined and irresponsible character, namely by using a coaching model *kudwatun hasanah*. It is important to know that in Arabic, exemplar is synonymous with term *al-qudwah* and *al-uswah al-Qudwah* or *al-qidwah* regularly *literal-etymological* (pronunciation), means something worthy of being followed or emulated (*li mâ yuqtadâ bihi*), (Muhammad, 2011). Likewise, the term *al-uswah* or, literally-etymologically, also means to follow or emulate.

Construction model *kudwatun hasanah* expects the madrasa head or madrasa supervisor to demonstrate good character as public figure a nation's educator whose vision is to make the nation's life intelligent so that it can become *protitipe* to teachers who have been indicated as being undisciplined and irresponsible (Sahab et al., 2023; Samsudin et al., 2021). Coaching model *kudwatun hasanah* applied by optimizing the seven roles of the madrasa head who were formulated into EMASLIM as a mutually binding and complementary contribution and positioning the madrasa supervisor as the sole supervisor in evaluating the coaching process carried out in madrasas both at MIN 2, MIN 6 and at MIN 8 Banda Aceh. EMASLIM is packaged in a coaching model *kudwatun hasanah* as follows:

1. Education, namely, the head of the madrasah provides guidance that educates the knowledge and skills of teachers in the madrasah, while the supervisor provides knowledge contributions that always support the head of the madrasah.
2. Managers carry out management in madrasas where there is a new management that functions to resolve teacher character problems, namely supervising teachers with various aspects such as compiling and reusing teacher achievement books, teacher discipline books, and measuring tools to measure the readiness and completeness of teacher administration.
3. As an administrator, the madrasa head must teach his teachers complete administration in relation to learning and other managerial matters.
4. In terms of supervising the head of the madrasa, prepare a more mature plan with the madrasa supervisor so that there is no room for teachers to commit

ethical violations, in this case, the character of being undisciplined and irresponsible.

5. As a leader, the head of the madrasah must show his expertise, namely as a decision maker, whether to give punishment or reward teachers so that these two methods can minimize the presence of undisciplined and irresponsible characters
6. the head of the madrasah must think of innovations so that teachers can enjoy visionary findings in their madrasah.
7. Advice is a form of worship in Islam that relates to fellow humans. In this sense, the head of the madrassa must always provide input and motivation to teachers who sometimes seem lazy and indifferent so that the essential values of Islamic education can be perfectly implemented in the madrassa he leads.

As for perfecting the action of character-building discipline and teacher responsibility, Kudwatun Hasanah uses an individual approach in the model. This approach considers coaching specifically to improve teacher competence, disciplinary character, and responsibility so that it requires maximum attention and coaching with a personal touch. With the technical implementation of the coaching model, *kudwatun hasanah* is offered as follows:

1. Planning

Planning is the first step that contains all kinds of interests in completing the development of teacher discipline and responsibility. Planning includes several *parts*, namely exploring ideas, socializing with supervisors and parties involved, preparing model designs *kudwatun hasanah*, technical implementation, implementation system, evaluation system, and technical measurement as part of the targeted implications, as well as preparing technical follow-up for the second cycle.

2. Application

At the implementation stage, the madrasa head and supervisor elaborate, where the madrasa head is required to be directly involved in developing the disciplinary character and responsibility of teachers. If we look at the role, the Qudwatun Hasanah coaching model starts from the role of the madrasa head as an educator. The character of discipline and responsibility can be re-educated to restore the ability to weigh between good and bad actions based on the character of discipline and responsibility.

3. Evaluation

After coaching both madrasa heads and supervisors, Kudwatun Hasanah must carry out a self-evaluation of the development program in the model. If there is data that appears to be out of sync with the initial planned goals, then the second coaching cycle is immediately implemented so that the standard goals that have been set can be achieved optimally. Evaluation must be carried out to ensure data so that follow-up actions carried out in the second coaching cycle can be on target.

4. Follow-up

Follow-up aims to obtain maximum coaching results and implications. Therefore, after carrying out an evaluation and finding results that were not optimal, follow-up action was carried out to maximize the results of coaching on the character of discipline and the character of teacher responsibility.

Discussion

Referring to the regulations on the National Education System, it is emphasized that there are 18 values of national character (Ministry of National Education, 2011) that must be possessed, emulated, heeded, and applied by teachers, especially students, as a manifestation of the teacher's implementation. National Character Values are a form of educational success pursued by a teacher so that he practices teaching in all kinds of *framing*. Exemplary performance is the result of the teacher's competence. However, some teachers have not demonstrated human character as role models in the world of education, so there is a need for guidance from madrasah heads and madrasah supervisors.

This coaching is implemented not to *punish* teachers who show undisciplined and irresponsible character but to recognize the character of discipline and responsibility, which has been problematic so far and has implications for the learning process both in and outside the classroom. It is very clear that in every coaching, there are methods used by madrasah heads and supervisors so that they can show an optimistic implication where all teachers identified as undisciplined and irresponsible can show positive implications, namely becoming teachers who are disciplined and take full responsibility. Therefore, in this study, four aspects need to be analyzed carefully to explain the research variables, namely:

1. Form the character of teacher discipline and responsibility

Both at MIN 2 Banda Aceh, MIN 6 Model Banda Aceh and MIN 8 Banda Aceh. Departing from the character identification matrix carried out at MIN 2 Banda Aceh, it can be understood that as many as five teachers at the madrasa were identified as teachers with undisciplined and irresponsible characters both in carrying out teaching duties, attendance hours at the madrasa or related to administrative discipline. as well as completing personal duties and responsibilities as a teacher as well as complying with the rules and systems developed internally by the institution. It should be noted that MIN 2 Banda Aceh has 28 teachers who devote themselves to the madrasa. However, let us look at the 11 teachers with qualifications to teach Islamic religious education lessons in detail. It can be concluded that 5 of the 11 teachers are teachers with an undisciplined and irresponsible character. This is ironic, but it is an urgent problem that must be resolved.

Meanwhile, at MIN 6 Model Banda Aceh, some teachers are on the radar for being undisciplined and irresponsible. A figure of this size is even more striking when seen in the data on the qualifications of educators in Islamic religious subjects, so it touches five teachers out of 15 teachers who teach Islamic Religious Education subjects. Apart from that, based on instructions that corroborate the statement from the head of MIN 8 Banda Aceh, it can be said that the number of teachers identified is five out of 41 teachers. However, if examined based on the qualifications of educators in Islamic religious subjects, it shows that five teachers out of 12 Islamic Religious Education teachers are used as indicator variables for the research.

Based on the data presented, of course, it needs to be explained that the essence of an Islamic Religious Education teacher certainly has the same competencies as those of teachers in general subjects, where professional, pedagogical, religious, and personality competencies determine the quality of discipline and responsibility for learning. These code ethics are promised in the statement letter (SK) and the values of national character and religious etiquette.

The finding of violations of the character of discipline and responsibility in three research objects with an average percentage of above one teacher in general or above two teachers in terms of qualifications in Islamic Religious Education subjects is undoubtedly a massive concern in making the nation's life more intelligent, let alone the object The focus is on basic educational

institutions and the identity of the teacher who is the vital object is an Islamic Religious Education teacher who has qualified as a qualified person in Islamic Religious Science who is very well known for his unique moral characteristics and role models.

In essence, an Islamic Religious Education teacher is professional in directing with all his efforts the formation of students' personalities through Islamic teachings or an effort with Islamic teachings, thinking, deciding, and acting based on Islamic values and taking responsibility for those values. Islamic values (Diana, 2023). With the competency standards possessed, Islamic Religious Education teachers should have more strength in cognition, affection, and skills in both MIN 2 Banda Aceh, MIN 6 Model Banda Aceh, and MIN 8 Banda Aceh.

Instead of having complete competence, it shows inequality in the character of discipline and responsibility in madrasas. If examined further, in the concept of Islamic Religious Education, teachers are seen as forms *wassatul ambia* who apply the transmission of knowledge, inheriting the cognitive competence of the ulama, the affective competence of the saints, and the worship skills of the murshids. More profoundly, Islamic Religious Education teachers are the pinnacle of discipline values in worship, *mu'asyarah*, or *interaction*. Likewise, with responsibility, Islam is a religion that guides its followers to the path of salvation with pious acts of worship so that wherever they carry out activities, there will be value in worship, let alone teaching Islamic Religious Education. This is truly a shame; in our world of education, there are still teachers who are not disciplined and responsible for their ethical oath obligations.

2. Contribution of madrasa heads and supervisors.

After identifying the character, the next aspect is to look at the contribution of the madrasa head and supervisor. With the various data that have been explored and presented, the head of MIN 2 Banda Aceh City has significantly contributed to guiding teachers identified as having undisciplined and irresponsible characters. Their contribution is demonstrated by his three roles in the madrasa, namely as a leader, his role as an educational supervisor or supervisor, and his role as a motivator who is ready every time to advise the advancement of education, starting from the quality of character,

discipline, and responsibility of educational resources, namely teachers at MIN 2 Banda Aceh.

The supervisor's contribution in coaching teachers who suffer from undisciplined and irresponsible character is carried out using two techniques, namely personal coaching and group coaching, where MIN 2 Banda Aceh City supervisors carry out coaching with continuous action so as to show results that have implications for changes in good disciplined character. as well as responsibility.

Furthermore, contributions were made by the head of MIN 6 Model Banda Aceh City towards teachers who were undisciplined and irresponsible with their roles as managers, contributions as supervisors, contributions as motivators who always provided motivation for wisdom and virtue and contributed directly to actions that were decided wisely because he is the prominent leader in MIN 6 Model Banda Aceh City.

Meanwhile, the contribution of MIN 6 Model Banda Aceh City supervisors is carried out with two approaches in developing teachers whose character has been identified as being undisciplined and irresponsible, namely the individual or personal approach, where this technique is usually carried out if a teacher is identified as having a serious ethical error that requires unique therapy. The group approach is carried out in stages for teachers with a non-intensive category in terms of discipline and responsibility. The steps taken in coaching include planning, personal communication, and scheduling, carried out in a structured manner and evaluated systematically.

On the other hand, the head of MIN 8 Banda Aceh City in developing and reshaping the character of discipline and responsibility for the progress and efficiency of the learning process in the madrasah, namely by playing a professional role as a leader by giving warnings both directly and indirectly which is then carried out correctly. Academic and managerial supervision is needed to restore teachers' professional image in teaching and administration. Banda Aceh City MIN 8 supervisors carry out coaching in two steps, namely independent and group steps.

Based on the author's analysis, both heads and supervisors have contributed to teachers being identified as teachers without discipline and responsibility. In MIN 2 object Banda Aceh City, the madrasa head contributes to teacher development as a leader, supervisor, and motivator. Meanwhile, the

head of MIN 6 Model Banda Aceh City provides coaching with his contribution as a manager, supervisor, motivator, and leader. Meanwhile, the head of MIN 8 Banda Aceh City showed his contribution to teacher development with his role as a leader and his role as a supervisor. The author concludes that the contribution of supervisors in coaching teachers who are identified as undisciplined and responsible teachers is carried out in two steps, independent and group steps, which seem to be agreed upon by all supervisors.

3. The coaching model is carried out by the madrasa head and madrasa supervisors

The coaching model carried out by the head of MIN 2 Banda Aceh City uses two coaching approaches: coaching with a direct approach and coaching with an indirect approach, where senior teachers focus on developing teachers who are proven to have undisciplined and irresponsible character. The coaching model carried out by the MIN 2 Banda Aceh City supervisor is aimed at intensive coaching for teachers who are indicated to be undisciplined and irresponsible towards learning, education, teaching materials, and administration. Coaching is carried out based on juridical regulations so that the steps taken in dealing with these teachers are by the provisions of statutory regulations that the government has established.

The coaching model carried out by the head of MIN 6 Model Banda Aceh for teachers who have an undisciplined and irresponsible character is to focus on five things, namely coaching discipline, providing training, providing motivation, providing *rewards* to developing teachers as well as comprehensive supervision of both the disciplinary character and teacher responsibilities. The five focuses carried out are approach-based *individuals* and based on teacher working groups. The coaching model conducted by MIN 6 Model Banda Aceh supervisors uses personal and group approaches. It can be said that either explicitly or implicitly, the coaching model that is realized in MIN 6 Model Banda Aceh is a model of personal coaching and coaching in teacher working groups.

In contrast to the other two madrasas, at MIN 8 Banda Aceh, the coaching model carried out by the madrasa head leads to advice-based coaching. The warning is packaged in various pieces of advice so that it does not cause a continuous commotion. The narrative put forward by the head of the

madrasah clearly emphasizes the mistakes of teachers who do not have the character of discipline and responsibility. With the advice approach being pursued, it is optimistically stated that there will be changes for the better. This differs from the madrasah supervisor, who stated that the coaching model implemented was only based on teacher working groups.

4. Implications for developing disciplinary character and teacher responsibility

After the coaching at MIN 2 Banda Aceh City, positive changes were seen in the teachers being supervised. Thus, the implementation of coaching using direct and indirect approaches and the use of technology to send messages has shown positive implications for the development of teacher competency, which can shape the character of discipline and responsibility as specified in educational regulations. However, in general, the positive numbers that appear in these implications have not reached the perfect numbers as expected. The new favorable implication shows that 3 out of 5 teachers identified as undisciplined and irresponsible who have only just been successfully trained, while the other two still show actions that do not meet standards; for example, administration has not been able to be completed independently. With two teachers remaining, huge concerns must be addressed immediately in MIN 2 Banda Aceh City.

Similar to the first research object, the MIN 6 Model Banda Aceh also shows a movement in attitudes towards a better direction. Four teachers showed that out of five teachers targeted for training, four had been successfully trained, and only one person remained unable to show complete change. So, with this implication data, we can see the differences between before and after the coaching implementation. Four teachers who showed changes in the character of discipline and responsibility were the answer to the expected implications of implementing the development of character of discipline and responsibility.

Meanwhile, at MIN 8 Banda Aceh, the implications shown by developing the character of discipline and responsibility are still visible, where three teachers have not shown any significant changes in either the character of discipline or responsibility, namely, three people have succeeded, and the remaining two teachers. If you look at numbers this big, a heavy task must be carried out. This means that it can be confirmed that character development using an advice-based approach model has not been able to produce tangible

evidence in reforming the character of educational resources at MIN 8 Banda Aceh, both discipline and responsibility, which have not been optimal, effective, and efficient. Based on the implications shown from the coaching model, it can be stated that not all teachers at MIN 2 Banda Aceh, MIN 6 Banda Aceh, and MIN 8 Banda Aceh models have succeeded in providing perfect effectiveness. This means that there are still 2 out of 5 teachers who are characterized by being undisciplined and irresponsible who have not succeeded in showing significant implications for change.

Therefore, there are several reasons behind the positive implications after the coaching is carried out. First, the head of the madrasah in MIN 2 Banda Aceh City is not yet perfect in actualizing coaching performance related to teachers who are not disciplined and responsible. His leadership function is greatly influenced by work experience, which is not very mature. Not only that, a coaching model that does not meet targets is the most reasonable reason if you look at the implications of not achieving significant change figures.

The role of the head of MIN 2 Banda Aceh City as supervisor still needs to be tightened further so that there is no opportunity for teachers who are indicated to be undisciplined and irresponsible to repeat and practice their bad habits. Ironically, the resolution of the teacher's character has not been completed for years. What happens if five teachers are absent or absent from teaching simultaneously? Based on these four things, it is necessary to know carefully that there is quite a contrast in the results of the implications between the first study object, namely MIN 2, MIN 6, and MIN 8, Banda Aceh City.

CONCLUSION

The model of developing disciplined character and teacher responsibility at Madrasah Ibtidaiyah is a vital role carried out by the head of the madrasah and supervisors who are given the mandate to supervise and be directly involved in the learning process, in this case, Madrasah Ibtidaiyah. Contributions that can create collaboration between madrasa heads and supervisors make it easier to resolve actions in an undisciplined and irresponsible character, as indicated in both MIN 2, MIN 6, and MIN 8 in Banda Aceh City.

The coaching model with a group approach is a coaching model with standards in the light category. The madrasa supervisors at MIN 2 Banda Aceh City also do things similar to the coaching model carried out by madrasa heads. Coaching is carried out by the head of the madrasah using a personal approach and a group approach. It can be said that either explicitly or implicitly, the coaching model realized in MIN 6 Model Banda Aceh is a model of personal coaching and coaching in teacher working groups. Slightly different from the other two madrasas, at MIN 8 Banda Aceh, the coaching model carried out by the madrasa head leads to advice-based coaching.

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