ABSTRACT

Learning discipline is one of the important components that determine the success of learning in elementary schools. This study aims to describe teacher strategies in overcoming the problem of learning indiscipline in class IV B students of SDN 1 Limboto, Gorontalo Regency. This study uses a Phenomenological case study approach with a qualitative research type. Data collection techniques were carried out through Observation, Interviews, and Documentation with informants: the Principal of SDN 1 Limboto, the Grade IV B Homeroom Teacher, the Religion Teacher, the Physical Education Teacher, and Five Students. The results of the study show that teachers apply several strategies in overcoming the problem of student learning indiscipline, namely Providing Teacher Role Models in Learning Discipline, implementing class rules consistently, providingPunishment And Reward, and habituation. The strategy of providing teacher role models in learning discipline is the most dominant strategy and is considered good because teachers directly provide examples of disciplined behavior to students. The strategy of consistently implementing class rules is also good, but not yet fully effective. Meanwhile, the strategy of providingPunishment And Reward As a Supporting Strategy, the habituation strategy has not been optimally implemented due to its lack of sustainability and the lack of family support. Therefore, teacher consistency and collaboration between schools and parents are needed to ensure optimal character development and discipline in students' learning.

Keywords: *Teacher Strategy, Learning Indiscipline, Qualitative Research*

ABSTRAK

Disiplin belajar adalah salah satu komponen penting yang menentukan keberhasilan pembelajaran di sekolah dasar. Penelitian ini bertujuan untuk mendeskripsikan strategi guru dalam mengatasi masalah ketidakdisiplinan belajar siswa kelas IV B SDN 1 Limboto Kabupaten Gorontalo. Penelitian ini menggunakan pendekatan Studi kasus Fenomenalogis dengan jenis penelitian kualitatif. Teknik pengumpulan data dilakukan melalui Observasi, Wawancara, dan Dokumentasi dengan informan Kepala sekolah SDN 1 Limboto, Wali kelas IV B, Guru Agama,Guru PJOK, dan Lima Orang Siswa. Hasil penelitian menunjukkan bahwa guru menerapkan beberapa strategi dalam mengatasi masalah ketidakdisiplinan belajar siswa, yaitu Pemberian Keteladanan Guru dalam kedisiplinan Belajar, pelaksanaan peraturan kelas secara konsisten, pemberian *Punishment* dan *Reward*, serta habituasi. Strategi Pemberian keteladanan guru dalam kedisiplinan belajar merupakan strategi yang paling dominan dan dinilai sudah baik karena guru secara langsung memberikan contoh perilaku disiplin kepada siswa. Strategi pelaksanaan peraturan kelas Secara Konsisten juga sudah Baik, namun belum sepenuhnya efektif. Sementara itu, strategi pemberian *Punishment* dan *Reward* sebagai Strategi Pendukung, serta Strategi habituasi belum berjalan optimal karena pelaksanaannya belum berkelanjutan dan masih dipengaruhi oleh kurangnya dukungan dari lingkungan keluarga. Oleh karena itu, diperlukan konsistensi guru serta kerja sama antara sekolah dan orang tua agar pembentukan karakter disiplin belajar siswa dapat berjalan secara optimal.

Kata Kunci: Strategi Guru, Ketidakdisiplinan Belajar, Penelitian Kualitatif