

Implementation of Discipline Character Education Values in Elementary School Students

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Abstract. This research aims to describe the implementation of disciplined character education values in elementary schools and is expected to find policies that support the success of character education. The approach to this research uses a qualitative approach. This research was conducted at SDN 049 DM, with the subjects being the principal, teachers and students. Data was collected through observation, interviews and documentation. The data validity checking technique used is the triangulation technique. The results of the research show that in implementing disciplined character education at SDN 049 DM through seven policies, namely (1) creating a character education program, (2) establishing school rules and class rules, (3) carrying out Dhuha prayers and Dhuhur prayers in congregation, (4) making affective posts in each class, (5) integrating student disciplinary behavior at home through daily activity monitoring books, (6) involving parents (7) involving the school committee.

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INTRODUCTION

Education is one of the most crucial aspects of human life, especially in the context of nationhood. It is a continuous process experienced by individuals throughout their lives. In the current era of complex globalization, evident through various print and electronic media, Indonesia is undergoing significant development. While there are positive benefits, such as the advancement of existing knowledge, the negative impacts of globalization should not be underestimated. Given this situation, education should ideally not only be oriented towards the past and present but should also anticipate and address the future. Through education, it should be possible to solve the issues present in our surroundings and prevent personality deviations in children.

In today's rapidly advancing era, encompassing all aspects of human life, education is one of the areas experiencing significant progress. Undang-Undang No.20 of 2003 regarding the National Education Goals states that:

"National education aims to develop the capabilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation. It is aimed at developing the potential of learners to become individuals who are faithful and devoted to the One Almighty God, possess noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens."

To achieve the goals of national education, as outlined in UU No.20 of 2003, significant steps need to be taken, and one of them is through discipline. According to Hurlock (1978), one of the purposes of discipline is to shape individual behavior to align more closely with the roles assigned to that individual's identified position. Through discipline, students will develop good character, making them individuals with noble character, competence, independence, and responsible democratic citizens.

Education is closely related to daily life because what is taught in the world of education corresponds to the real-life experiences of learners. Every individual undergoing the educational process does so in preparation to face life, contributing to themselves, society, the nation, and the

state. In the increasingly modern era, education needs to be prepared to provide understanding of morals, creativity, and intelligence to learners, enabling them to prepare for the demands of the times. All of this is, of course, inseparable from the quality of education itself.

The primary objective of education, as outlined in the 1945 Constitution, is to illuminate and enhance the life of the nation. National intelligence encompasses not only the capacity for productive work but also the ability to access and benefit from high-quality education. Quality education, in this context, is characterized as a concerted endeavor to enhance the competence of individuals and contribute to the betterment of society at large. According to the National Education System Law No. 20 of 2003, the defined function of national education is to cultivate capabilities, mold character, and foster the development of a civilized nation, all with the overarching goal of enlightening and improving the life of the nation.

Education, in this regard, aims to optimize the potential of learners so that they become individuals who are faithful, devoted to the One Almighty God, noble-minded, healthy, capable, creative, as well as democratic and responsible citizens (Dwi Siswoyo, 2007: 27). In various schools, the assessment of learners is often emphasized on exam scores. Many teachers believe that the competence of learners can be measured from the results of their exams. However, it is often seen through mass and electronic media that the negative behavior of students becomes the spotlight. This is because the educational material is not fully internalized by learners.

Educational content refers to everything given to learners to support their growth. Educational content differs from subject matter, as it includes values, knowledge, and teaching. These values involve human aspects acquired through experience and human appreciation of things considered valuable in life. Educational content also includes the transfer of values, knowledge, and skills to learners, related to the educational process. When teaching, teachers are responsible for transferring knowledge and skills to learners. The values contained in educational content, such as experiences and appreciation of valuable things in human life, play a crucial role in shaping the attitudes and personalities of learners. This process occurs through learning in school, and this is where the role of school regulations, teachers, and the entire school community becomes crucial in positively influencing the personal lives of students.

According to Barnawi and M. Arifin (2012: 44), the Republic of Indonesia Law Number 17 of 2007 on the National Long-Term Development Plan (RJPN) explains that the long-term goals for the period 2005-2025 are to realize an advanced, independent, and just Indonesian nation. This serves as the foundation towards a prosperous and just society within the Unitary State of the Republic of Indonesia (NKRI) based on Pancasila and the 1945 Constitution of the Republic of Indonesia. The realization of an advanced, independent, and just Indonesia in the next 20 years is measured by the formation of an Indonesian society that is virtuous, moral, ethical, cultured, and civilized. This achievement encompasses the following aspects:

1. Formation of a resilient, competitive, virtuous, and moral character of the Indonesian nation, grounded in the philosophy of Pancasila. This character typifies the traits and behavior of the Indonesian people who are religious, faithful, and devoted to the Almighty, possess noble virtues, are tolerant, have a spirit of mutual cooperation, are patriotic, dynamically evolving, and oriented towards science and technology.
2. Strengthening the nation's culture reflected in the advancement of civilization, human dignity, and reinforcing the identity and personality of the nation.

The development and strengthening of national identity aim to create and realize character education for the nation. This character education can begin from the basic level, such as in elementary schools. In conclusion, in an educational institution, especially schools, there is a primary focus that needs to be realized during the learning process and beyond, which is the development of children's abilities and the formation of their character.

The importance of character education in the context of education in Indonesia is highly evident, considering the reality where bullying cases in schools, whether perpetrated by teachers or fellow students, are on the rise. Not only that, but teacher indiscipline upon arriving at school and various other negative actions often occur within the school environment. Observing this reality, the state of education in Indonesia is deeply concerning. Therefore, the implementation of character education becomes crucial, both within the classroom and beyond. Character education

is expected to serve as an alternative solution to address the educational issues faced by the Indonesian nation, especially those related to character. One crucial type of character value is discipline.

School serves as one of the institutions aimed at shaping students' characters by imparting values. One of the values that needs to be applied is discipline. In the effort to educate students to become disciplined individuals, the school, as an educational environment, establishes rules and norms for both students and teachers, which apply within the school environment. In addition to rule-making, effective supervision is also carried out. Teachers play a crucial role in developing these values from the moment students enter the school environment. Creating and enforcing rules is a process that involves a clear and specific definition of teachers' expectations for students in the school environment. Understanding and knowing the rules that outline what is allowed and what is not is an important step for students. This helps them understand the tasks to be undertaken and the consequences of violating these rules. Awareness of these rules encourages students to demonstrate obedience and compliance, which in turn is referred to as discipline.

Discipline is an individual's ability to control oneself in accordance with applicable rules. Disciplinary attitudes are evident in the behavior of students who are punctual, obedient to rules, and behave in accordance with prevailing norms. Conversely, a lack of discipline is often shown by those who do not comply with regulations and provisions, whether from the government, society, or the school. While participating in learning activities at school, every student is expected to behave in accordance with the rules and regulations applicable in their school environment. Students' compliance and obedience to various rules and regulations in school are referred to as student discipline. Meanwhile, rules, regulations, and other provisions aimed at regulating students' behavior in general are referred to as school discipline.

The maintenance of discipline is closely linked to meeting the diverse interests or needs of the parties involved, namely students, teachers, and schools. While each party has distinct interests, the challenge lies in harmonizing and satisfying these interests without giving rise to conflicts. Disruptions in the learning process may arise if these interests and needs are not addressed. Therefore, teachers must be attentive to students' needs and interests when enforcing discipline, understanding the potential sources of disciplinary violations. Identifying these sources helps determine appropriate ways to address them. Effective discipline involves the ability to self-regulate, creating personal and social potential based on individual experiences. The primary goal of instilling discipline is to shape the attitudes and personalities of children, fostering individuals who adhere to rules and exhibit socially acceptable behavior. In the realm of formal education, the outcomes are evident in the behavior of graduates. Presently, there is an imbalance in the behavior of formal education graduates, manifested in various actions such as corruption, adolescent promiscuity, conflicts, drug abuse, and student-involved robberies. To prevent such undesirable behaviors, it is imperative to instill discipline values that guide students toward a more promising future.

Teaching discipline appropriately will result in a positive behavioral pattern for a child. This enables the child to behave in accordance with the values and norms prevailing in their social environment, leading to acceptance by the surrounding community. Such children demonstrate good adaptability, contributing to their overall happiness. The establishment of discipline in schools plays a crucial role in helping students control and restrain deviant behavior. According to Hurlock (1990: 85), rules have educational value as they introduce children to behaviors approved by their peer group. This perspective suggests that through rules, children learn about giving and receiving assistance in their school tasks, and they understand that completing assignments independently is an accepted way to evaluate their achievements. Rules also help control undesirable behavior.

Teachers serve as role models, motivators, initiators, and collaborators in shaping students' characters through discipline. This is essential for students to develop respect for etiquette, culture, and ethics as a foundation for life in society, nation, and country. Therefore, discipline is crucial for the development of children to achieve a happy life and positive adaptation in their social environment. To attain this condition, parents and educators need to instill disciplinary values early in a child's life.

Based on observations conducted by researchers at SDN 049 DM, there are already efforts to instill discipline values. This is evident from the actions or sanctions given by teachers in response to violations of school rules by students. Researchers found that some students violate school rules, and teachers have imposed sanctions in response to these violations. These violations include students who frequently arrive late to school, do not comply with uniform rules, and rarely submit assignments given by teachers. To prevent the continuation of these violations, teachers provide oral warnings and reminders so that students do not repeat their offenses. Additionally, students who do not submit assignments are given additional tasks as a sanction. Although the school has tried to instill discipline values, these efforts have not fully succeeded in making students behave with discipline. The school regulations that serve as the main guide in disciplining students at SD encompass various rules and sanctions applied to students who violate them. The lack of discipline in school may be due to the school's lack of firmness in enforcing policies, such as inconsistent imposition of sanctions, and teachers who sometimes impose sanctions, sometimes not, for students' violation actions. Furthermore, the sanctions imposed by the school have not been able to provide sufficient motivation for students to behave with discipline in their daily lives at school.

These issues prompted the author to better understand the extent of the school's efforts to instill discipline values in elementary school students. This research also aims to delve deeper into the shortcomings in instilling discipline values in elementary school. The impact of this suboptimal instillation of discipline values is evident in the emergence of violation behaviors, as mentioned earlier, as well as the lack of motivation for students to behave with discipline in school, seen from the action of not wearing a uniform even during breaks outside the classroom, without supervision or guidance from the school. Based on the issues outlined, the author is interested in conducting research with the title "Implementation of Discipline Character Education Values in Elementary School Students".

METHOD

This research employs a qualitative approach. In his book, Sugiyono (2011: 15) reveals that qualitative research is an approach used to investigate the natural conditions of an object, where the researcher acts as the main instrument in collecting its data. Data collection techniques in this research include interviews, observations, and documentation. Interviews, in this case, take the form of conversations with a specific purpose, involving two parties: the interviewer who asks questions and the interviewee who provides answers to those questions (Moleong, 2000:135). Interviews are used to obtain data or information related to various policies implemented by the school in the implementation of disciplined character education. Observations are conducted to observe how the implementation of disciplined character education occurs in classroom learning. Documentation is used to collect data regarding school regulations and lesson plans prepared by the teachers.

To ensure the scientific validity of the data, this research conducts a validity check. The data validity checking technique applied is triangulation, which is a technique of cross-checking information from various sources so that only valid data are used to achieve research results (Arikunto, 2006:18). Triangulation is carried out using the triangulation method, which involves re-examining information obtained from interviews with data from documentation and observation. The data analysis technique applied in this research is inductive analysis, where the analysis process starts from the data and ends with the general conclusion.

RESULTS AND DISCUSSION

Efforts to support the success of disciplined character education at SDN 049 DM have been implemented through various policies by the school. In the process of implementing these policies, the school has fostered good collaboration among the school principal, teachers, staff, parents, and the school committee. The following are some of the policies implemented by SDN 049 DM:

Character Education Program

Character education programs in schools aim to instill positive values, ethics, and moral principles in students, contributing to their overall personal development. The Character Education Program is one of the innovative programs implemented at SDN 049 DM. One of the aspects that is the focus of this program is the development of disciplined character. The development of this character education program involves collaboration among teachers, parents, and students. This is done because the success of the character education program requires contributions from the school (teachers), parents, and the community collectively.

Establishing School Rules and Classroom Rules

The role of school rules and classroom rules is of significant importance in shaping student discipline. Its urgency is expressed by Curvin & Mendler (1999:8), stating that one of the factors causing undisciplined behavior in students is the lack of clarity in limitations. By formulating school rules and classroom rules in the school regulations, the boundaries of student behavior in the school environment become well-defined.

To guarantee the effective execution of established school and classroom regulations, it is essential to conduct socialization activities for students' parents. Typically, class teachers undertake this initiative at the commencement of the academic year. This socialization holds significant importance in ensuring that parents can uphold consistency in rule application, both within the school setting and at home. The objective is to attain continuity in disciplinary enforcement endeavors, fostering a seamless alignment of rules between the school environment and the home.

Performing Duha and Dhuhr Prayers in Congregation

One of the initiative programs to strengthen discipline at SDN 049 DM is through the implementation of congregational prayer policies, especially for Duha and Dhuhr prayers. Through participation in congregational prayer activities, students are taught to perform worship in an orderly manner, including preparation, execution, and closure of the worship. This congregational prayer activity also instills habits related to disciplining students in performing these religious duties.

Creating Affective Points in Each Classroom

SDN 049 DM has introduced a novel approach known as Affective Points to instill character values, particularly discipline, in students. This initiative revolves around influencing student behavior in various aspects, including adhering to rules upon entering the classroom, walking, greeting, shaking hands, and arranging personal belongings. Each morning, the class teacher, along with students assigned for the day's duties, gathers in front of the class to greet incoming students. This Affective Points activity engages students actively in upholding discipline within the school, fostering a sense of responsibility and participation among the student body.

Monitoring Student Discipline Behavior at Home Through a Daily Activity Monitoring Book

Recording daily activities through a monitoring book owned by each student is another innovative program implemented by SDN 049 DM to observe student discipline behavior in the home environment.

This book functions as a tool for teachers to oversee students' activities at home, particularly those related to discipline in worship, studying, and other aspects contributing to the development of student discipline. The creation of a daily activity record book for students aims to establish a connection between their activities at school and those undertaken at home. Ensuring this consistency is vital, and its monitoring is crucial to support the success of the character education and discipline program under development. Devine (2002:310) suggests that, to instill discipline in students, it is necessary to monitor both time and space as a method of observing student behavior. Through control of these aspects, it is anticipated that students will gradually develop self-awareness regarding disciplined behavior.

Involving Parents in Disciplinary Character Education

The role of parents holds a crucial position as the initial environment where a child is taught and nurtured. In the context of the United Nations General Assembly resolution, the primary function of the family is to serve as an environment in which a child is educated, cared for, and socialized to enhance the abilities of all family members to effectively contribute to society. The family also provides satisfaction and creates a healthy environment for the well-being of the family (Megawangi, 2004). If parents can provide proper guidance, such as enforcing clear rules and responding appropriately to a child's behavior, it can protect the child from risks and negative behaviors (Krohn, Larroulet, Thonberry, & Loughran, 2019).

The importance of the parental role also influences the formation of a child's character. While a child receives guidance from teachers and formal institutions, the behavior and socialization applied by parents regarding positive values are the primary factors in shaping the child's character, which develops over time. Josephson (2004) states that character fundamentally involves aspects of personality learned through experiences, training, and the process of socialization (Miller, Kraus, & Veltcamp, 2005). The formation of a child's character occurs through environmental influences such as family, school, places of worship, media, government, and anyone who has the opportunity to influence the individual (Lickona, 1991). In this regard, educational institutions, both formal and informal, play a significant role in fulfilling this responsibility. The need for parents' role in developing discipline character is crucial because it influences the daily behavior and activities of children. Instilling discipline should begin as early as possible when children are still easily directed towards positive aspects. The development of discipline character in this context involves not only enforcing rules that compel children to obey existing regulations but also teaching them about moral behavior and the importance of respecting time and others. Discipline is viewed as a continuous learning process that occurs throughout time, not just a one-time occurrence but an ongoing effort.

Parental involvement in supporting the success of character education and discipline carried out by the school is a crucial aspect that should not be overlooked. The purpose of this involvement is to enable parents to implement the character education and discipline program developed by the school in the daily lives of their children at home. Additionally, parents are also expected to provide information regarding various aspects of their children's activities or behaviors at home. If the behavior is positive, reinforcement will be given, but if it deviates or is negative, parents and teachers will work together to address the issue.

Involving the School Committee in Disciplinary Character Education

The involvement of the school committee serves as a vital component within the community, contributing significantly to the development of character and discipline in elementary school students. The community, as represented by the school committee, plays a pivotal role in bolstering the effectiveness of Character Education and Discipline. The necessity for community engagement in character and discipline formation stems from the understanding that a child's interactions extend beyond the realms of teachers, peers, and parents to encompass the broader community.

The importance of community participation, exemplified through the school committee, is underscored by the recognition that the community wields a positive influence—both directly and indirectly—on molding the character of students. This perspective aligns with Mulyasa's assertion (2011:75) that the community environment exerts a constructive impact on shaping the character of students. In essence, the active involvement of the school committee represents a collective commitment from the community to contribute positively to the character development and discipline of elementary school students.

CONCLUSION

Based on the research conducted at SDN 049 DM, it can be concluded that to support the success of implementing the discipline character values in this school, seven school policies are applied. These policies involve character education programs, the establishment of school and class rules, the implementation of congregational Dhuha and Dzuhur prayers, the creation of

affective positions in each class, monitoring students' discipline behavior at home through daily activity record books, and involving parents and the school committee. To implement these seven policies, support is needed from all stakeholders in the school, including the headmaster, teachers, parents, the school committee, staff, and students. Additionally, to maximize the process, careful planning is required to develop school programs. In its implementation, strong consistency is also needed from all parties in the school, especially in carrying out programs and enforcing school and class rules.

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