

IMPLEMENTATION OF DISCIPLINARY CHARACTER EDUCATION IN ELEMENTARY SCHOOLS

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Abstract

This study aims to explore, examine, and describe the implementation of disciplinary character education in and it is hoped that policies that support the success of character education can be found. This research is a qualitative approach. The research was conducted with the subject of school principals, teachers and students. Data was collected through observation, interviews and documentation. The technique of checking the validity of the data used is the triangulation technique. The results of the study show that implementing disciplined character education is carried out through nine policies, namely (1) creating a character education program; (2) establish school rules and class rules; (3) performing Dhuha and Dhuhur prayers in congregation; (4) create affective posts in each class; (5) monitoring students' disciplinary behavior at home through daily activity logbooks; (6) giving affective messages in various corners of the school; (7) involving parents; (8) involving the school committee and (9) creating a conducive classroom climate.

Keywords: *discipline character education*

A. Introduction

Strengthening character education in the current era is an important thing to do considering the many events that indicate a moral crisis among children, adolescents and parents. Therefore, strengthening character education needs to be carried out as early as possible starting from the family, school, and extending to the community environment.

One of the character values that need to be developed is discipline. The character value of discipline is very important for humans to have so that other good character values emerge. The importance of strengthening disciplinary character values is based on the reason that there is now a lot of deviant behavior that is contrary to disciplinary norms. Other undisciplined behavior, for example, is littering, parking not in a designated place, not complying with building permits, and so on. The existence of this violating behavior shows that there is no public awareness to behave in a disciplined manner towards the rules set by the government.

Undisciplined behavior is also often found in the school environment, including. Examples of such undisciplined behavior include coming to school not on time, not wearing the complete uniform as stated in the school rules, sitting or walking casually stepping on plants that clearly have the words "no stepping on plants", throwing littering, scribbling on school walls, skipping school, submitting assignments not on time, not wearing uniform according to the rules, and so on.

The occurrence of undisciplined behavior in the school indicates that there has been a serious problem in terms of disciplinary character education. The emergence of undisciplined behavior shows that the knowledge related to the character that students get at school does not have a positive impact on changes in students' daily behavior. Basically students know that their behavior is not right but they do not have the ability to get used to avoiding the wrong behavior. This is in the process of character education that occurs. It could be that the character education that has been carried out so far has only been at the knowledge stage, not yet reaching the feelings and behavior with character.

The learning process teaches students more verbalistic knowledge that does not prepare students to be able to face the social life they will encounter. that our education is still too much emphasis on cognitive aspects. Even this is still limited to looking for numbers, not students' critical analysis skills of events encountered in everyday life.

The main cause of the moral and character crisis among students, graduates, educators, even education administrators, is dichotomization, namely the strict separation between intellectual education on the one hand and values education on the other. There are three domains in learning, namely cognitive, affective, and psychomotor. These three domains must be developed comprehensively in learning. Likewise in terms of character education, to be able to form good character in students, schools should develop three important aspects, namely moral knowing (moral knowledge), moral feeling (moral feelings), and moral action (moral behavior).

Schools as formal educational institutions need to pay special attention to character education, schools are institutions that have long been seen as institutions to prepare students for life, both academically and as moral agents in society. school is one of the educational institutions that develop character values. These character values include honesty, openness, tolerance, wisdom, self-discipline, expediency, mutual help and compassion, courage, and democratic values. From a number of character values that need to be instilled, self-discipline is one of the character values that is important to develop. Education at is the first level of formal education that will determine the direction of developing the potential of students. Therefore, it is necessary to develop the character of student discipline optimally so that it is hoped that at the next level students will already have a strong provision of behavior in

discipline. Given the importance of disciplinary character education in, it is necessary to implement various school policies that can optimally support the success of disciplinary character education.

Discipline Character Education

Character education is important to instill in the younger generation. Parents, educators, religious institutions, youth organizations have a big responsibility to build character, values and morals in the younger generation. Character education is not the responsibility of a few people or certain institutions. The implementation of character education is a shared responsibility, both in the family, school and community environment. The three educational environments must work together to support the consistency and continuity of character education, so that the stated goals can be achieved.(van Alten et al., 2019).

To support the success of character education, it is necessary to socialize the basic morals that children and adolescents need to have in order to prevent youth from committing crimes that can harm the youth themselves and others. Through character education, good character values will be instilled within the individual. Good character values will guide a person in everyday behavior. Character education is an educational process that instills and develops noble characters in students, so that they have noble character, and apply and practice it in their lives, both in the family environment, community members and citizens.

Character education cannot be carried out in a value-free vacuum tube because character is very closely (bounded) to life. Based on this explanation, character education in schools will not be successful if the learning is only in the form of verbal memorization(Dahliani et al., 2015).

There is no guarantee that if character education stands alone as a subject, it will work well. Therefore, the implementation of character education in schools should be carried out by integrating it into the subjects.

Building the character of school students needs to implement three programs, namely (1) quality school culture which includes quality input, academic quality, and non-academic quality; (2) Islamic school culture with a focus on cultivating religious character, openness, caring, togetherness, and cooperation; (3) a culture of discipline with a focus on cultivating character, including being religious.(Setiawan, 2017)

Discipline character education is an important thing to pay attention to in order to build one's character. Armed with the value of the character of discipline will encourage the growth of other good character values, such as responsibility, honesty, cooperation, and so on. He stated that there are three dimensions of discipline, namely (1) discipline to prevent problems; (2) discipline to solve problems so they don't get worse; and (3) discipline to deal with students who behave out of control.(Cheng & So, 2020).

B. METHOD

This research is a descriptive study using a qualitative approach. This study intends to make an overview of situations or events, namely strategies for implementing religious moral values in the learning process in tertiary institutions. Descriptive research aims to make a picture of a situation or event so that you wish to accumulate basic data. This research conducted in . The subjects of this study were school principals, students and teachers.

Data collection techniques used in this study were interviews, observation, and documentation. The interview is a conversation with a specific purpose. The conversation was conducted by two parties, namely the interviewer (interviewer) who asked questions and the interviewee (interviewee) who provided answers to the question. Interviews were used to gather data or information relating to various policies carried out by schools in implementing disciplinary character education. Observations were made to see the implementation of disciplinary character education through classroom learning. Documentation is used to obtain data about school rules and lesson plans made by the teacher. (Hilty & Huber, 2018)

In order to obtain data that can be accounted for scientifically, this study examined the validity of the data. In this study the data validity checking technique used was the triangulation technique, namely the technique of crossing out information obtained from sources so that in the end only valid data was used to achieve research results. The triangulation technique is carried out by means of method triangulation, namely by re-checking the information obtained from the interview with documentation and observation. The data analysis technique used in this study is an inductive analysis technique, namely an analysis that starts from the data and leads to general conclusions. The general conclusion can be a categorization or a proposition. The steps of data analysis include: data reduction, unitization and categorization

C. Results and Discussion

In an effort to support the success of disciplinary character education in elementary schools, various policies have been implemented by schools. In implementing this policy the school establishes good

cooperation between the principal, teachers, employees, parents, and the school committee. The various policies implemented are as follows.

1. Character Education Program

The character education program is one of the school programs implemented in. In this character education program, one that is developed is the character of discipline (Veloo et al., 2013). The preparation of character education programs is carried out by involving teachers, parents, and students. This is bearing in mind that to support the success of character education programs it is necessary to intervene from both the school (teacher), parents and the community. The involvement of these three components in character education is not the responsibility of a handful of people, but needs to involve other components such as parents, educators, religious institutions, youth organizations. Each component that supports the success of character education must work together.

2. Set School Rules and Class Rules

Talking about disciplinary issues, it cannot be separated from talking about rules. In elementary schools, there are two rules that apply, namely school rules and class rules. Both have quite an important role in disciplining the entire school community. School rules and class rules contain various matters related to the guidance of community members in this school in their daily behavior. With the existence of school rules and class rules students will have a clear view of what must be done and what cannot be done, as well as the consequences/sanctions for violating existing rules (Lindell, 2020).

School rules and class rules play an important role in disciplining

students. One of the factors causing undisciplined behavior in students is unclear restrictions. By putting school rules and class rules into school rules, the boundaries of student behavior at school become clear.

The importance of making school rules and class rules to create a culture of discipline in schools will be influenced by one factor, namely school rules and norms that can affect class discipline. Thus, the policy of establishing school rules and class rules is appropriate for creating a culture of discipline both in the school environment and in the classroom environment in particular(Pires et al., 2006).

Norms serve to regulate practice and judge human behavior. The same goes for school rules. This rule was made with the aim of providing guidance to school members regarding what actions should be carried out in daily life at school. Rules or norms in the classroom are central to the implementation of disciplinary programs and maintaining order.

In making class rules, students are involved to develop students' moral reasoning. In developing student morality, there needs to be action and emotional communication between students and adults. emotions and communication between children and adults influence the formation of empathy, and learning to understand prohibitions. Therefore, so that children can better understand why certain behaviors are prohibited or not allowed to be carried out, they need to be invited to communicate by involving healthy emotions between students and teachers.

So that the school rules and class rules that have been made can be implemented properly, it is necessary to socialize the parents of students. This activity is carried out at the beginning.

School year by the class teacher. This socialization activity is important so that parents can maintain consistency in enforcing rules at

school and at home so that there is continuity in enforcing discipline carried out at school and at home.

3. Perform Dhuha Prayers and Dhuhur Prayers in Congregation

One of the activities to uphold discipline in Yogyakarta is through the congregational prayer policy, namely for Duha and Duhur prayers. Through this congregational prayer activity, students are trained to be orderly in worship, both starting from preparation, implementation and ending the service. This congregational prayer activity is characterized by habits related to the conditioning of the students to be disciplined in worship.

4. Creating Affective Posts in Every Class

Affective post is one of the policies implemented to internalize character values to students, including the character values of discipline. The term affective post here is used to refer to activities in the morning which contain habituation in welcoming students in the morning. This activity is colored by various things related to the creation of student discipline behavior. This activity is not only the responsibility of the class teacher alone, but rather actively involves students in greeting their friends in the morning (Margerison & Ravenscroft, 2020).

Affective post activities will focus on coaching students in terms of behaving in an orderly manner when entering class, stepping, greeting, shaking hands, putting down bags, and so on. In the morning the class teacher and the students on duty that day are ready in front of the class to greet students who come to class.

Through these affective post activities students are actively involved in upholding discipline in . Active involvement of students in

order to create discipline in schools is the application stage, which is a stage where students are involved in activities or applications of habituation and understanding of character in real situations at school(Gecer, 2013).Through activities that actively involve students, it is hoped that students will have a habituation concept and understanding of the character of discipline that is being promoted by schools in actual activities, not limited to abstract disciplinary concepts.

5. Monitoring Student Discipline Behavior at Home Through Daily Activity Notebooks

The daily activity logbook is one of the policies carried out in order to monitor the disciplinary behavior of students at home. This book is a tool for teachers to monitor student activities at home in terms of the discipline of worship, study, and other activities related to the development of student discipline.

The existence of a student daily activity log book aims to maintain consistency between student activities at school and at home. This consistency needs to be monitored and maintained to support the success of the disciplinary character education program that is being developed. Disciplining students needs to be controlled by time and space as a tool for monitoring student behavior. Through the control of space and time, it is expected that students' self-awareness will gradually emerge to behave in a disciplined manner(Timmermans et al., 2019).

The policy of having daily activity logbooks is an effort to monitor student behavior at home which is impossible for the teacher to observe one by one. To maintain the effectiveness of using this daily activity notebook, not only are students informed about how to fill it in, but parents are also informed about the meaning and how this daily activity

notebook is functioned so that it can provide appropriate information to schools about children's behavior at home

6. Delivering Affective Messages in Various Angles of the School that are Easily Seen by School Members

Affective messages are not only given verbally to students, but are also given through messages posted in various corners of the school where students can easily find them at any time. It is important for these affective messages to be given to students so that students always remember the disciplinary behavior that must be carried out, so that they will carry it out in their daily behavior at school.

Making sticky boards for this affective message is a school's effort to socialize disciplinary character values to students. This socialization is necessary so that all students know the character values developed by the school. Armed with knowledge about the developed disciplinary character values, students will gradually internalize these character values within themselves and in the end they will behave in accordance with the character values internalized within them.

In the process of internalizing disciplinary character values, socialization of disciplinary character values developed by schools is very important. Through the socialization process regarding the disciplinary character values developed, it is hoped that students will have knowledge of the disciplinary character values developed by the school so that it will be easier for them to internalize these values within themselves. If the process of socialization and internalization of the disciplinary character values is successful, students will have the awareness to behave in a disciplined manner independently without coercion from any party.

7. Involving Parents in Discipline Character Education

The involvement of parents in supporting the success of disciplinary character education carried out by schools is an important thing that should not be ignored. This activity is carried out with the aim that parents can carry out disciplinary character education programs that are developed at school in their children's daily activities at home. In addition, parents will also provide information about various matters related to children's activities or behavior at home. If the behavior is positive, then it is given reinforcement, while if the behavior is deviant or negative, then parents and teachers will deal with it together.

Parental involvement in character education, close collaboration between schools, families and communities will be able to improve student discipline behavior. In addition, parental involvement in student education will have several positive effects as indicated by indicators including more positive student behavior, higher student grades, more consistent school attendance, and fewer disciplinary problems.

Parental involvement in disciplinary character education can prevent student behavior problems from arising. Thus deviant behavior or undisciplined behavior of students can be minimized, parental involvement Parental involvement does not independently improve children's learning, but some of the involvement activities carried out can prevent behavior problems. involvement between parents and children will help to reduce delinquency and student behavior problems at school.

The importance of parental involvement in disciplinary character education is closely related to the role of the family. The family is the closest environment to students and most of the time students spend in this environment. Thus, the family has a major role in developing the character of child discipline and has a large portion of time to discipline

children. The family is the closest place for children to get learning. Lickona explained that a child's achievement will increase if both parents are at home, get good care, security, there is stimulation for intellectual development, there is encouragement from parents in terms of self-regulation, there are restrictions on children in terms of watching television, and parents monitor children in terms of homework. Based on this opinion,

One of the roles of the family in disciplining students is to control children's behavior at home. In this case, parents can exercise control over children's discipline in terms of watching TV, playing games, doing homework, studying, worshipping, and so on. If there is a child's deviant behavior, parents need to notify the school so that a solution can be found so that the deviant behavior can be overcome, and the child will return to behaving according to the existing rules.

8. Involve the School Committee in Discipline Character Education

Elements of the school committee are part of the community involved in disciplinary character education. The community, which in this case is represented by the school committee, has an important role in supporting the success of disciplinary character education in schools. The reason for the need for the community to be involved in disciplinary character education is given that children's interactions are not only limited to teachers and peers and parents, but they also interact with other wider communities.

The importance of community involvement, which in this case is represented by the school committee, is based on the premise that the community, both directly and indirectly, will have a positive influence on the formation of the character of students. The influence exerted by the

positive community environment on the formation of the character of students.

The school committee in supporting the success of student discipline character education can act as a partner for the school in the process of developing student character. This collaboration can be realized in the form of cooperation in terms of formulating programs, supporting program implementation materially and non-materially, motivating parents of students to be actively involved, evaluating program implementation and so on.

9. Creating a Conducive Classroom Climate as a Laboratory for Students to Behave in Discipline

A conducive environment is important to support the successful implementation of disciplinary character education in schools. This conducive environment can include physical and non-physical environments. Environmental components that are conducive to developing discipline in Yogyakarta include school heads, school policies, classroom management, close relationships between teachers and students, and good classroom management. There are 6 elements that must be met by a school to be able to cultivate morals in it, namely: (1) leadership from the principal; (2) policies to uphold discipline; (3) build a sense of kinship at school; (4) democratic class management; (5) creating close cooperation between adults;

A classroom environment that is conducive to the development of student discipline character is important to pay attention to, especially for grades because children of this age will find it easier to develop their character through various class activities.

at the discipline level it will be easier if it is "caught" by students, rather than only being taught verbally. Caught here means that various daily class activities are colored by disciplinary behaviors both from teachers, school staff, and the students themselves. Students will pay attention to everything that happens in class and they will imitate it and apply it in their daily behavior. This is where the importance of role models for students

Most of the disciplinary behavior in daily class activities is not clearly written in the lesson plan (RPP) made by the teacher. Most of them are in the form of a hidden curriculum that is manifested in the teacher's everyday behavior. Teacher discipline in entering the classroom, wearing uniforms, managing the class, all of which are noticed by students. Moral and character educators have a major role in the moral development of students through the hidden curriculum that is manifested in the interpersonal environment of schools and classrooms(Cheng & So, 2020).

In the classroom the teacher needs to do various things that can support the success of the disciplinary character education program, including establishing close and warm relationships with students, making the classroom a

discipline laboratory for students, controlling residual behavior, and providing time to deal with behavior problems that are not in accordance with the rules that should be.

D. CONCLUSIONS

Based on the research conducted here, it can be concluded that to support the achievement of internalization of disciplinary character values in this school, nine school policies were made, namely character

education programs, setting school rules and class rules, conducting Dhuha prayers and Dhuhur prayers in congregation, creating affective posts in every class, monitor students' disciplinary behavior at home through daily activity notebooks, provide affective messages in various corners of the school, involve parents, involve the school committee, and create a conducive classroom climate.

The implementation of these nine policies requires the support of all school members, including principals, teachers, parents, school committees, employees and students. In addition, careful planning is also needed to develop school programs. In its implementation, strong consistency is also needed from all school members, especially in terms of program implementation and enforcement of school rules and class rules.

The results of the research that make this positive contribution are planned to be continued as research in the national scope, namely the Higher Education Leading Basic Research scheme. The research scope will be expanded by involving all social science faculties who are members of the Indonesian Social Sciences Development Scholars Association (HISPISI) forum.

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