

PLANTING OF DISCIPLINE CHARACTER EDUCATION VALUES IN BASIC SCHOOL STUDENTS

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ABSTRACT

This study aims to describe the implementation of disciplinary character education in elementary schools and is expected to be able to find policies that support the success of character education. This type of research uses a qualitative approach. The study was conducted at SDN 29 Lubuk Alung, with the subject of principals, teachers, and students. Data is collected through observation, interviews, and documentation. The technique of checking the validity of the data used is the triangulation technique. The results showed that in carrying out disciplinary character education at SDN 29 Lubuk Alung carried out through six policies, namely (1) making character education programs, (2) establishing school rules and class rules, (3) doing Dhuha prayer and Dhuhur prayer in congregation, (4) make affective posts in each class, (5) monitor the discipline behavior of students at home through a daily activity notebook, (6) involve parents (7) involving the school committee.

Keywords: Discipline Character Education, Elementary School

INTRODUCTION

Education is inseparable from everyday life because what is learned in the world of education is in accordance with the real life experienced by students. Every student takes education as a provision for life, both for themselves, society, nation and country (Hermon, 2015; Hermon, 2016). Along with the increasingly modern era, education should be prepared to provide knowledge about moral, creative and intelligent knowledge to students, in order to prepare themselves to face the demands of the times. This is inseparable from the quality of education itself.

The purpose of education as implied in the 1945 Constitution is to educate the life of the nation. A smart nation is certainly not just a nation that can work. But the

nation can also achieve quality education, namely education that can improve the quality of individuals and society as a whole. National Education System Law No. 20 of 2003 explains that national education functions to develop capabilities and shape the character and civilized civilization of civilization in order to educate the life of the nation, aiming at the development of potential students to become human beings who believe and devote to the Almighty God, noble, healthy, capable, creative and become democratic and responsible citizens (Dwi Siswoyo, 2007).

Education in various schools places a lot of emphasis on test scores and examinations. Many teachers are of the view that students are said to be competent if their test scores and exams are good. As we often see in the mass media and electronic media, namely the attitudes and morals of students who exhibit negative behavior. This is because the content or educational material is not fully internalized to students. The content of education in question is everything that is given to students for the purposes of growth. Educational content is different from the content of the lesson. The contents of education are in the form of values, knowledge, and teaching. While the content of teaching is knowledge, and skills. This is related to educating, namely transferring values, knowledge and skills to students, and if teaching means transfer of knowledge and skills.

The value in question is human values in the form of human experience and appreciation of things that are valuable to human life. This value will shape the attitudes and personality of students in a good life. The above values are internalized through learning in school (Kabul Budiono, 2007). This is where the role of school rules, teachers, and all school communities in giving a good influence in students' personal lives. The activity of creating and enforcing this rule is the process of defining clearly and specifically the teacher's expectations regarding students at school. Knowing and understanding the rules that state what is justified and which are not justified is very important for students, in order to find out what must be done and to know the violation of the rules, with that understanding students will arise awareness and show their compliance with regulations. obedience and adherence of students to this rule is called discipline.

Discipline is something that has to do with one's self-control of rules. Discipline is always shown to people who are always on time, obedient to the rules, behave in accordance with applicable norms. Preferably, a lack of discipline is usually aimed at people who do not obey the rules and regulations that apply, whether they are sourced from the government, the community and schools.

Students in participating in school learning activities will not be separated from the various rules and regulations needed in their schools. Every student is required to be able to behave in accordance with the rules and regulations in the school. Students' compliance and adherence to various rules and regulations that apply in the school are called student discipline. While regulations, rules and various other provisions that attempt to regulate student behavior are called school discipline.

The maintenance of discipline cannot be separated from the fulfillment of the interests or needs of the parties. Students have many interests, teachers have many interests as well as schools, but the problem is how the interests of each party can be fulfilled and can be harmonized to avoid clashes. If these interests or needs are not met, they will interfere with the learning process.

Teachers need to look at the needs and interests of students in instilling discipline, by understanding the sources of disciplinary violations committed. Knowing the source of discipline disorders will also be known how to handle them. Good discipline is the occurrence of activities that are able to organize themselves to create personal and social potential based on their own experiences. Instilling discipline basically is forming the attitudes and personality of the child in order to become a better person, obeying the rules and behavior acceptable in his social environment.

The results of education seen from the behavior of graduates of formal education can now be felt by various inequalities, such as corruption, the development of free sex among teenagers, brawls, drugs, and robbery carried out by students. To avoid these unwanted behaviors, there is a need to instill discipline values that lead students to a better future.

Embedding the right discipline will result in the formation of good behavior in children. This causes children to behave in accordance with the values and norms that apply in their social environment and as a result their existence is well received by their

environment. Such children have good adaptations that make them happy. Thus the discipline is very important for the development of the child so that he can achieve a happy life, achieving good adjustments in his social environment. To achieve this condition, discipline needs to be instilled early in the child's life.

Efforts to instill discipline values in schools include every kind of influence aimed at students to help them understand and adapt to the demands of the environment. Besides that discipline is also important as a way of resolving demands that students might want to show about their environment. Discipline is the right way to help students learn to live with good habits, and benefit themselves and their environment.

Based on observations made by researchers at SD 29 Lubuk Alung, they have instilled discipline value. This is indicated by the efforts of the teacher to provide actions or sanctions for violating the school regulations carried out by students. As the researchers know there are several violations of school regulations carried out by students and sanctions that have been given by the teacher.

These violations include, students often come late to school, students do not enter uniforms, so that this violation is not carried out continuously by students, teachers give sanctions such as verbal reprimand, warn students not to repeat their violations and also students rarely collect tasks given by the teacher, as for the sanction given by the teacher towards the violation of this student in the form of a teacher adding to the assignments of students that have not been collected.

The above shows that schools have instilled discipline value but the school's efforts have not been able to make students apply with discipline. The code of conduct is the main reference in disciplining students in elementary school. This code of conduct includes various student regulations and sanctions imposed on students who violate school rules.

The problem of lack of discipline above can be caused by the school's efforts to enforce policies that are less than optimal, such as giving irregular sanctions, teachers sometimes giving sanctions sometimes not to the actions of students who violate the rules, and sanctions given by schools have not motivated students to do discipline or lack of school seek ways to instill discipline that can motivate students to do discipline in their daily lives at school. The problems in instilling disciplinary values that have not

been implemented well above make researchers interested in finding out the extent of the school's efforts to instill discipline value in students in elementary schools. Researchers also want to examine more deeply the planting of discipline values in elementary schools that have not been maximized.

As a result of the cultivation of disciplinary values that have not been implemented well, it often raises violations as mentioned above and lack of motivation for students to carry out discipline in their daily lives at school, such as when students do not put uniforms even into class, at that time there were no teachers who appealed to and took action from other parties who gave supervision.

METHOD

This study uses a qualitative approach. Sugiyono (2011) states that qualitative research methods are research methods that are used to examine the condition of natural objects, where researchers as key instruments for data retrieval. Data collection techniques used in this study were interviews, observation, and documentation. Interviews are conversations with specific intentions. The conversation was carried out by two parties, namely the interviewer (interviewer) who asked questions and interviewed (interview) who gave answers to the question (Moleong, 2000). Interviews are used to capture 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 discipline and learning plans made by the teacher. To obtain data that can be scientifically accounted for, then in this study a data validity check was conducted. In this study the data validity checking technique used is a triangulation technique, namely the technique of crossing information obtained from the source so that in the end only legitimate data is used to achieve the research results (Arikunto, 2006). The triangulation technique is done by triangulating the method, namely by checking the information from the interview with documentation and observation. The data analysis technique used in this study is inductive analysis techniques, namely analysis that departs from the data and leads to general conclusions conclusions.

RESULTS AND DISCUSSION

In an effort to support the success of disciplinary character education at SD 29 Lubuk Alung various policies were carried out by the school. In implementing these policies the school established good cooperation between the principal, teachers, employees, parents, and school committees. The various policies carried out by SD 29 Lubuk Alung are as follows.

The character education program is one of the school programs implemented at SD 29 Lubuk Alung. In this character education program one that is developed is the character of discipline. The preparation of character education programs is carried out by involving teachers, parents, and students. This is considering that in order to support the success of character education programs need to intervene both from the school (teacher), parents, and the community.

School rules and class rules play an important role in disciplining students. The importance of this school rule was stated by Curvin & Mendler (1999) that the occurrence of undisciplined behavior in students is one of the contributing factors is unclear restrictions. With the enactment of school rules and class rules into school discipline, the boundaries of student behavior at school become clear.

In order for the school rules and class rules that have been made to be implemented properly, it is necessary to do socialization to the parents of students. This activity is carried out at the beginning of the school year by the class teacher. This socialization activity is important so that parents can maintain consistency in implementing the rules at school with at home so that there is continuity in enforcing the discipline carried out at school and at home.

One of the activities to uphold discipline in SD 29 Lubuk Alung is through congregational prayer policies, namely for the Dhuha prayer and the midday prayer. Through these congregational prayer activities students are trained to be orderly in performing worship, both from preparation, implementation to ending worship. The congregational prayer activities are characterized by habituations related to the conditioning of the students to be disciplined in worship.

Affective post is one of the policies carried out by SDN 29 Lubuk Alung to internalize character values to students, including the value of character discipline.

Affective post activities will be focused on fostering students in orderly behavior in entering class, stepping in, greeting, shaking hands, putting down bags, and so on. In the morning the class teacher with the students on duty on that day was ready in front of the class to welcome students who came in class. Through this affective post activity students are actively involved in disciplinary enforcement at SD 29 Lubuk Alung.

The daily activity notebook is one of the policies carried out at SD 29 Lubuk Alung to monitor the discipline behavior of students at home. This book is a tool for teachers to monitor student activities at home in matters of worship discipline, learning, and other activities related to the development of student discipline. The existence of a student's daily activity notebook aims to maintain consistency between the activities of students 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.

Devine (2002) suggests that in order to discipline students it is necessary to control time and space as a tool for monitoring student behavior. Through control of space and time it is expected that gradually there will be self-awareness of students to behave in a discipline. The involvement of parents in supporting the success of disciplinary character education conducted by schools is an important thing that should not be ignored. This activity was carried out with the aim that parents can carry out disciplinary character education programs developed in schools in daily children's activities at home.

In addition, parents will also provide information about various matters related to the activities or behavior of children at home. If the behavior is positive, then reinforcement is given, while if the behavior is deviant or negative, then together between parents and teachers to overcome it. Elements of the school committee are part of the community involved in disciplinary character education. The community in this case represented by the school committee has an important role in supporting the success of Discipline Character Education in Primary Schools. The reason for the need for the community to be involved in disciplinary character education is 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 reason that the community, both directly and indirectly, will have a positive influence on the character formation of students. This is in line with the opinion of Mulyasa (2011) that there is an influence given by the community environment that is positive towards the formation of character of students.

CONCLUSION

Based on research conducted at SDN 29 Lubuk Alung, it can be concluded that to support the achievement of the success of character discipline values in this school, seven school policies were made, namely character education programs, establishing school rules and class rules, performing Dhuha prayers and the midday prayer in congregation, making affective posts in each class, monitor the discipline behavior of students at home through a daily activity log book, and involve parents, and involve the school committee. In the implementation of the six policies, it needs support from all school members, both principals, teachers, parents, school committees, employees, and students. In addition, it also needs careful planning to prepare school programs. In its implementation it also needs strong consistency from all school members, especially in terms of program implementation and enforcement of school rules and class rules

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