

Implementation of Character Education Through Culture-Based Discipline School Rules at SMP Negeri 4 Kayuagung

Rita Novarini¹, Nur Ahyani², Mulyadi²

¹SMP Negeri 4 Kayuagung, South Sumatra, Indonesia, ²Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: ritanovarini123@gmail.com

Abstract: This study aims to analyze the implementation of character education through culture-based discipline in school rules at SMP Negeri 4 Kayuagung. Data collection tools using interviews, documentation, observation and literature review. Data analysis used descriptive qualitative analysis with research stages referring to Miles and Huberman's theory, namely (1) collecting data, (2) data reduction; (3) data presentation; (4) conclusion. The results of the study stated that the implementation of character education through a culture of discipline carrying out discipline at SMP Negeri 4 Kayuagung was carried out in 3 stages, namely (1) Implementation of character education through the preparation of rules and regulations at SMP Negeri 4 Kayuagung; (2) Implementation of character education through the implementation of school rules; (3) Evaluation of the implementation of discipline at SMP Negeri 4 Kayuagung. Broadly speaking, the obstacles faced come from family factors, school environmental factors, and community environmental factors.

Keywords: Character Education, Discipline, School Rule

A. Introduction

Education is an important part of all aspects of life. In terms of national education goals according to Law no. 20 of 2003 concerning the National Education System Chapter II Article 3 states that National education aims to develop capabilities and form dignified national character and civilization in order to educate the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

Based on the goals of national education, it is clear that education in the form of character development must be carried out because it has a positive contribution to the character development of students. Zubaedi, (2011) reveals that the purpose of character or moral education is to help students to be morally more responsible, to become more disciplined citizens. One of the educational efforts in the formation of individual character is to create discipline and responsibility. This is because a decrease in the sense of responsibility can be equated with a decrease in the sense of

discipline which has recently also appeared as a widespread symptom in Indonesian society (Koentjaraningrat, 2015).

The application of discipline to students at school is the school's way of instilling the values of responsibility and student obedience in carrying out existing rules at school. Lots of rules are applied in each school, these rules are usually called by the name of the school rules. Discipline is one of the guidelines for school members in creating a comfortable and orderly school environment. The school rules are important in advancing the school.

The application of rules at school is useful for preventing negative behavior that is not in accordance with the norms in the school environment. With the existence of rules at school, students are accustomed to being kind and obedient to the rules so that there are no more violations at school. Therefore, schools must carry out discipline consistently from both teachers and students so as to improve the quality of student behavior while increasing student achievement. As the results of research conducted by Arisana & Ismani (2012) which states that student discipline has a positive and significant effect on learning achievement.

Tu'u (2014) states that the reasons that form the basis of the importance of discipline in school activities are as follows 1) discipline that arises because of self-awareness, students will succeed in their studies, on the other hand students who often violate school provisions are generally hampered by optimizing their potential and achievements; 2) without good discipline, the school atmosphere becomes less conducive to learning activities; 3) discipline is a way for students to be successful in learning. Discipline at school is very important to educate students to behave according to predetermined norms. Student discipline at school is a direct reflection of student compliance in carrying out existing regulations at school. Student compliance in carrying out all applicable regulations can support the creation of comfortable, effective and useful teaching and learning conditions so as to achieve optimal results.

Forming student discipline is strongly influenced by various factors including teachers, students, and school conditions. Teachers have an important role for the formation of student discipline. This is because teachers have an obligation to educate, teach and guide students to behave properly according to the values and norms that exist in society (Puspitaningrum & Suyanto, 2014). Therefore, teachers are expected to be able to form student personalities who have noble character and improve student discipline at school. By accustoming students to being disciplined, the school atmosphere will become orderly and orderly so that later it is hoped that if students are used to being disciplined, this will bring about better changes in the future.

Formation of student discipline can be done through intracurricular, co-curricular and extracurricular activities. Formation of discipline through intracurricular activities can be done through integrating subjects and rules. Discipline is one way to form student discipline. Discipline is a guideline for schools to create a safe, comfortable and orderly school atmosphere so that learning is avoided from deviant acts. Enforcement of discipline in schools is very important. This is because implementing the rules at school can reduce the negative actions of students such as being late for school or the habit of skipping class. By enforcing strict discipline through the implementation of rules, it can make students accustomed to being disciplined so that violations at school can be reduced (Puspitaningrum & Suyanto, 2014).

This research was carried out at SMP Negeri 4 Kayuagung. From the results of initial observations carried out by researchers from 20 May 2022 to 27 May 2022 at SMP Negeri 4 Kayuagung, indicators were found that showed problems in carrying out school rules so that they had an impact on student discipline in carrying out the rules that had been set. Violations that still occur are due to omission and light punishment from the school which makes it appear that some students are still committing these violations. This is in accordance with the theory of stimulus-response behavior which states that student behavior is a reaction to the environment and behavior is the result of learning (Puspitaningrum & Suyanto, 2014).

Arsaf (2016) stated that the forms of violation of the school rules, namely: arriving late to school, alpha (entering without explanation), completeness of attributes, truancy, and fighting; 2) Factors that cause violations of school rules are internal factors that come from students, namely laziness that arises from within themselves. From the school environment factor, they often join in, following the trend (bottle pants and tight clothes) and the vehicle factor; 3) the way to deal with students who violate school rules is by giving verbal warnings, giving directions, making letters or agreements, summoning those concerned with their parents so that those concerned do not repeat the violations they have committed and are given severe sanctions such as suspension and even expulsion from school.

Implementation of Character Education

Implementation is based on activities, actions, actions or the mechanism of a system, implementation is not just an activity, but an activity that is planned and to achieve the objectives of the activity (Usman (2014). According to Harsono (2012), Implementation is a process of carrying out activities into actions The development of a policy in order to improve a program, Setiawan (2014), implementation is the expansion of activities that mutually adjust the process of interaction between goals and actions to achieve them and requires a network of implementers, effective bureaucracy. Meanwhile, according to Alwisol (2014), character is defined as a

description behavior that highlights the value of right-wrong, good-bad, both explicitly and implicitly. Character is different from personality, because the notion of personality is freed from values. Nevertheless, both personality and character manifest behavior shown to the social environment. According to Lickona (2013), character is defined as a person's natural nature in responding to situations morally. Lickona (2013) emphasizes three things in educating character, which are formulated beautifully: *knowing, loving, and acting the good*.

According to Naim (2016) character is a series of attitudes, behaviors, motivations, and *skills*. Character includes attitudes such as the desire to do the best, intellectual capacities, such as critical attitudes and moral reasoning, behaviors such as being honest and responsible, defending moral principles in situations full of injustice, interpersonal and emotional skills that enable one to interact effectively in various situations. circumstances, and a commitment to contribute to the community and society.

From the various definitions described above, an understanding can be obtained that character implementation is a process for carrying out a series of activities related to one's attitudes, behaviors, motivations, and skills *which* are formed from the results of internalization of various virtues *that* are believed and used as a basis for perspectives, thoughts, attitudes and actions, so that they can live and work together, both within the scope of the family, society, nation and state.

Formation of Discipline Through School Rules

Formal activities at school cannot be separated from the rules that regulate the behavior of all parties in the school environment, wrong one for students. The rules that apply are closely related with disciplinary behavior which is still a problem in school. Paul (2015) explains that discipline is the art of instilling a set of values in oneself teaches about the limits of an appropriate behavior and not right. Discipline not rule but teach so that it becomes a good habit. Discipline is also defined as an action that is in accordance with established procedures, meaning behavior that follows the rules, and there are consequences when violations or irregularities (Farida, 2014). Thus, discipline will instill a sense of responsibility and consideration, so that students are able to make decisions fully related to the behavior performed.

Discipline is the behavior of obeying the rules that have been determined, carried out with full awareness so as to form a sense of responsibility in behavior. Individuals who have High discipline will be able to control impulses within himself and be able to live life with control internal and external. Ratna & Murtini (2006) argue that discipline is training in mindset and character, so that discipline as an effort to develop and control the mindset and character with the aim of creating obedience and

adherence to orderly behavior and obedience. Student compliance with school rules should come from within and not because of coercion or pressure from other parties. Good compliance is based on an awareness of the value and importance of the rules or prohibitions contained in the code of conduct.

According to Djahiri (2016), a person's level of awareness or obedience to the rules includes 1) obeying because of fear of people or power or coercion; 2) obedient because they want to be praised; 3) obey because of public or community action; 3) obey on the basis of rules and laws and for order; 4) obey because of profit or interest; 5) obey because it is satisfying for him; 6) comply because of the basic ethical principles that are universally appropriate. In forming the attitude of student discipline certainly cannot be done instant, but by training to become a positive habit and with continuous monitoring so that students are consistent with changes in behavior. The rules given to students are instilled continuously to form a habit. Learners who are accustomed to comply with the applicable regulations, it will provide self-awareness in students in behaving discipline. Habituation of disciplinary behavior applied to participants students are also equipped with supervision and control to continue Monitoring the behavior of students who are still easily influenced by certain situations.

B. Methods

This research was carried out at SMP Negeri 4 Kayuagung using a descriptive qualitative approach. The informants who became *the key persons* were school principals, teachers and students of SMP Negeri 4 Kayuagung OKI Regency. Data collection techniques using interview techniques, observation and documentation. The focus of this research is to analyze and observe the process of individual technical academic supervision at SMP Negeri 4 Kayuagung. Data analysis uses qualitative data analysis which is carried out with data, organizes data, sorts it into manageable units, synthesizes it, looks for and finds patterns, discovers what is important and what is learned, and what can be told to others (Moleong, 2014). The stages carried out in the research refer to the theory of Miles & Huberman, (2013), namely the first stage of collecting all data using predetermined data collection techniques. The second stage is data reduction. the researcher summarizes or looks for important points from each data obtained. The third stage, data presentation, the data that has been arranged is then presented systematically, the last stage is drawing conclusions and verification the findings are then described in the form of a report.

C. Results and Discussion

Implementation of Character Education Through the Preparation of School Rules at SMP Negeri 4 Kayuagung

Based on the results of data collection carried out by researchers, it can be stated that the implementation of character education through the preparation of school rules at SMP Negeri 4 Kayuagung is carried out by involving various parties including the Principal, Deputy Principal for Student Affairs, Student Council Advisors, Homeroom Teachers, Guidance and Counseling Teachers (BK/BP), Subject Teachers, School Committee, representatives of parents of students. In preparing the Rules of Conduct, SMP Negeri 4 Kayuagung refers to the implementation manual from the Minister of National Education. The procedure or procedure for preparing the Rules of Conduct for SMP Negeri Depok in general starts from drafting the concept in the form of a draft Rules of Conduct which is then held by a discussion meeting by listening to suggestions or input from the meeting participants then carried out preparation and approval and then enforced or officially implemented at SMP Negeri 4 Kayuagung and at the end of each school year an evaluation is held.

As a means to shape the character of the students of Kayuagung 4 Public Middle School, the rules and regulations of Kayuagung 4 Public Middle School were compiled based on the vision to make a school with character and to produce graduates who are not only excelling in academics but also have strong character. Therefore, instilling character values in students is an important concern in school activities. Discipline in carrying out school rules is important in efforts to improve school quality. Therefore, the school seeks to maximize the preparation of rules and regulations that can accommodate all activities related to instilling character values for students of SMP Negeri 4 Kayuagung. In order to run optimally, the rules made must be carried out with full awareness by all school members. Because the purpose of the discipline is not only to foster student behavior but also to improve teacher performance in schools. In this regard, the school must be able to enforce school rules in building a spirit of discipline and responsibility.

Kayu agung 4 Public Middle School emphasized that through rules of conduct that are aligned with the school's vision, to build an attitude of integrity, every individual needs to have an attitude of discipline in everyday life, because when you have a disciplined attitude, life will become more orderly. If you ignore discipline, there will be many problems in everyday life because your life behavior is not in accordance with the rules that apply in society, as well as in the school environment, students as individuals certainly need rules to be able to fulfill discipline at school.

Through the rules of conduct, SMP Negeri 4 Kayuagung tries to control the attitudes and behavior of school members, especially for students of SMP Negeri 4 Kayuagung through the rules of order to form discipline and order in the school environment. The rules of conduct that are aimed at building discipline in SMP Negeri 4 Kayuagung broadly also aim to suppress deviant behavior, which is referred to as a disciplinary problem that manifests itself in the form of violations of school rules, such as truant behavior, being late for school, noisy in class, chatting in class when the teacher is explaining the subject, not wearing full school attributes, and cheating.

The preparation of rules at SMP Negeri 4 Kayuagung is based on the basis that the rules compiled aim to be able to support the creation of a disciplined atmosphere in the school environment, so the school has made maximum efforts in compiling or planning school rules so that they can adapt to developments in the world of education and adapt to daily life of teachers and students. For this reason, so that everything can be carried out properly, the principal tries to involve all parties in order to get support from all those involved in the school environment.

The arrangement of rules at SMP Negeri 4 Kayuagung is based on the needs and conditions of the school. School rules are very important as rules that must be obeyed by educators and students. In addition to compiling general rules, Kayuagung 4 Public Middle School gives authority to each class to be able to make their own rules for their respective classes based on an agreement between students and other students with the aim that classes can be more conducive to the existence of these rules. Thus, it can be stated that the preparation of the rules of SMP Negeri 4 Kayuagung involves all parties, but to be more specific about student rules, SMP Negeri 4 Kayuagung is trying to improve student discipline in the teaching and learning process in the class by making class rules through mutual agreement between the teacher and students, because SMP Negeri 4 Kayuagung only follows the rules that have been made in general without making new agreements between the teacher and students in the class so that it further improves student discipline, so that at Kayuagung 4 Public Middle School the level of student discipline.

The rules are prepared by involving all parties and viewed from every aspect, the Kayuagung 4 Public Middle School hopes that the rules that have been prepared can become comprehensive guidelines so that each individual is required to comply with school rules in the direction of a successful teaching and learning process, and forms disciplinary characteristics. and be responsible. The importance of these school rules is made in educating a sense of discipline which plays a role in influencing, encouraging, controlling, changing, fostering, and shaping behavior, especially for students according to the values instilled. It is hoped that the instilling of disciplinary values for students at school will be brought to their surroundings, both in the family and in the wider social community. answer. For this reason, through the

implementation of school rules, students can find and develop their identity and teachers can improve performance in schools optimally, namely so that they can behave according to the values and norms that apply. For this reason, the implementation of school rules and regulations must be maximized as well as possible to form the discipline of each individual, because the maximum implementation of school rules will also provide maximum results.

They will instill the values of discipline and special responsibility for students at SMP Negeri 4 Kayuagung in their surroundings, both in the family and in the social environment at large, because students are also social beings who will always interact with others. For this reason, the code of conduct contains instructions, warnings and prohibitions on behavior in schools/schools, as well as imposition of sanctions for residents who violate the rules. Likewise, the school order book which contains all forms of rules and student violations accompanied by sanction points. The purpose of being sanctioned is so that the regulation can work effectively, namely as a reinforcement in building student discipline and responsibility. In this regard, the SMP Negeri 4 Kayuagung school has prepared school rules of conduct for all parties involved, including teachers, administrative staff, and students. For this reason, school rules are very much needed which are legalized in written form at an institution or school because in essence, school rules, both those that apply generally and specifically, include the following three elements: 1) Required and prohibited actions or behavior; 2) Consequences or sanctions that are the responsibility of violators of the regulations; 3) Ways or procedures for conveying rules to subjects who are subject to the school rules. With prior planning before it was compiled, the rules of conduct for SMP Negeri 4 Kayuagung were then recorded and posted in each class so that teachers and students could indirectly know the rules that apply at the school so that they can be obeyed together.

Implementation of Character Education Through Discipline Culture Implementing Rules at SMP Negeri 4 Kayuagung

The process of implementing the rules of SMP Negeri 4 Kayuagung in building student discipline begins with socializing the rules by signing an agreement on the student rule book by new students and their parents. The socialization of student discipline is very important to be given by students so that they know all the instructions, warnings and prohibitions on acting while they are students at the school. So that students of SMP Negeri 4 Kayuagung can carry out school rules, the school is trying to do; 1) direct approach/communication with students who violate the rules so as not to repeat their mistakes; 2) provide sanctions in the form of reprimands and warnings with the aim that students at the school do not repeat the violation; 3) invites all teachers to be in saff to be able to be role models for all students as well as teachers can supervise students.

The rules at SMP Negeri 4 Kayuagung have now been implemented properly and have been able to form a disciplined environment for the school community, especially for students at SMP Negeri 4 Kayuagung. School rules cannot be implemented properly at Kayuagung 4 Public Middle School because the school is able to create a conducive atmosphere, the implementation of school rules is not only in the form of (spontaneous) discourse, but has rules in written form. Therefore, school rules at SMP Negeri 4 Kayuagung are not just a completeness of the school, but are a necessity that must receive attention from all parties involved, especially from teachers and students.

The forms of implementation of supervision carried out by teachers of SMP Negeri 4 Kayuagung to provide guidance to students are 1) Approaching students; 2) Perform uniform checks; 3) Invite students to clean up the environment around the school in general and in the classroom in particular, and 4) Invite students to keep the school environment clean. Meanwhile, to improve student discipline, the principal of SMP Negeri 4 Kayuagung maintains continuous communication with the teachers of SMP Negeri 4 Kayuagung. Through communication with the teacher, the principal can find out whether students have implemented the rules with high discipline and also to find out what actions are more effective to use so that the school rules can be carried out optimally.

In addition to being disciplined in the school lesson schedule, it also makes students disciplined in everything, for example being disciplined in coming to junior high school, if students arrive late, the consequences agreed upon with the student's guardians are that students hunt for trash in the school environment and then put it in a trash bin according to the class or throw away the trash. those who have filled the garbage bank and are disciplined in starting activity hours (calling events, cleaning the environment, praying in congregation, going to class, disposing of trash in its place). Haircut models, schools have provisions for hairstyles (men's) that must be obeyed by all school members, including the teacher. This provision is intended so that students are disciplined and look neat.

Implementation of school rules in improving student discipline character education at SMP Negeri 4 Kayuagung Based on the results of the analysis of the implementation of character education interviews, it has been applied to students at SMP Negeri 4 Kayuagung. SMP Negeri 4 Kayuagung has instilled discipline through activities related to disciplinary character education such as a kind of regulation on haircuts, time discipline, and religious discipline.

This is in accordance with the results of the observation activities carried out which illustrate that during routine activities carried out by SMP Negeri 4 Kayuagung they

try to instill religious values, discipline. The impact of implementing school rules on student discipline is that students become accustomed to being disciplined on time to come to school on time for fear of being punished in the form of a written warning from the school order, the toughest punishment for violators is suspension and calling parents if they commit a violation.

Every month the school evaluates the code of conduct whose purpose is to evaluate data on students who violate the rules and how to deal with them in the future. Obstacles Faced in Implementing School Rules in Improving Discipline Character Education. Those who disobey after being sanctioned are carried out; it can be concluded that they become obedient and disciplined in applying the implementation of the student rules. The most severe penalties carried out by the school are suspension and summoning of parents if students have often violated student rules, the purpose of being given strict punishment is to give effective deterrent to students to always be disciplined and obey the rules. The results obtained with the existence of sanctions for violators of the discipline are that students become easier to educate their mentality and character as well as the discipline of students at SMP Negeri 4 Kayuagung increases so that they always obey the rules, from before many students become every month implementing character education in schools running effective. schools every once a month evaluate the existing rules, the purpose of being evaluated is to find out student data that violates the rules and how to deal with them in the future

Thus, the implementation of SMP Negeri 4 Kayuagung has been able to be understood and implemented by students. giving strict sanctions for violating the discipline of students who initially only obeyed if supervised, then began to change in a better direction, which at first saw that there was no self-awareness, it was often too late, but after an evaluation of the rules by the school, students themselves were able to be disciplined.

Evaluation of the Implementation of Rules in Efforts to Improve Student Discipline at SMP Negeri 4 Kayuagung

The achievement of educational success can be seen from the indicators of programmed school activities and daily activities. Indicators are markers used by schools in evaluating programs planned and implemented by schools. The achievement of indicators can be assessed from whether students show signs of behavior that are carried out continuously, consistently and in a culture, or have started to develop and are starting to be seen, or have not even seen the initial signs of behavior stated in the indicators. Discipline indicators at school can be seen from the accuracy of students coming to and from school, carrying out routine school activities (morning prayers together, entering class and collecting assignments), self-awareness of teachers and students about prayer times without being ordered, and

carrying out pickets according to a predetermined schedule. Then, the form of evaluation at Kayuagung 4 Public Middle School regarding student discipline in carrying out the rules at Kayuagung 4 Public Middle School is by holding a school meeting which is attended by the school principal, committee chair, teachers and student guardians to discuss school discipline which is held every year. Discussion of school rules is carried out before the acceptance of new students, and the results of the discussion of the school rules will be socialized to parents, new students and old students. With this discussion about school regulations, it is hoped that we can have school rules that are in accordance with the conditions of the school, and we can find out the level of success of all programs in this school that are running well or not, and to know whether or not the regulations in the school are relevant to developments in the world of education today.

The general objective of supervising and evaluating school discipline is to provide signs, regulations and strategies and techniques used as a reference in monitoring and evaluating the implementation of discipline in SMP Negeri 4 Kayuagung so that the results can benefit the improvement and improvement of school quality. The successful implementation of character education based on implementing school rules at SMP Negeri 4 Kayuagung has used the weight of sanctions to determine the level of violation with the sanctions to be given. On the other hand, the success rate of implementing regulations in improving student discipline at SMP Negeri 4 Kayuagung uses a weight that is in accordance with the level of violations committed by teachers and students (*has standards*).

Table 1. Qualification of Offenses

Offense Qualification	Weight	Offense Qualification	Penalty
1	1 -25	Light	Oral, Written
2	26 - 50	Currently	Statement, Coaching
3	51-75	Heavy	Parents call
4	76 - 100	Very heavy	Suspension, Returned to Parents

When viewed from the table of student violation qualifications, it shows that in building discipline students of SMP Negeri 4 Kayuagung through a culture of discipline in carrying out school rules are in the category of minor violations. This is due to violations that are often committed by some students, namely only related to tardiness and neatness violations which have a weight range of 1-25 points with verbal and written sanctions and teachers who often commit minor violations, namely being late to class resulting in lagging behind teaching hours in class. have the same point weight range of 1-25 with verbal and written sanctions.

Based on the explanation above, it can be concluded that the evaluation of the implementation of character education based on the culture of discipline

implementing school rules at SMP Negeri 4 Kayuagung is quite good, because in carrying out the evaluation, the school has been able to involve all the elements concerned. For this reason, in carrying out the evaluation the school rules are good enough and planned. Supervision of school discipline is an activity that ensures the implementation of school rules towards set.

Supported by the opinion of Ayeni (2012) which states that supervision must be carried out continuously in order to achieve the set goals by school. Means regulatory oversight school order must be carried out continuously, to see if there are behavioral deviations from what has been determined, and based on information from the results of proper data analysis trying to follow up on make repairs when necessary.

Supervision is carried out to determine what follow-up will be taken to improve implementation of school rules, carried out by all components of the school. Follow-up form of solutions to problems regarding school rules. Ugboko (2012) argues that the principal should try to use the strategy to reduce the problem of student discipline at school. Means surveillance in implementing school rules carried out continuously with strategy right. With supervision continuously, obstacles will be found which impede the implementation of the orderly school, so that action will be taken to continue to improve governance school order.

Sanctions are step punishments imposed on students for committing an offense. Punishment is a warning, parents summoned and kicked out of school. Naz (2011) stated that corporal punishment has a multidimensional impact on academic achievement, student/career, soul and development personality. Reyneke (2015) states that to overcome students the problem does not have to be with the technique of severe punishment that could lead to students being embarrassed, this is because it can cause bullying at school. Means upholding the orderly school by implementing strategies corporal punishment or humiliating students is very ineffective, because it makes students become insecure.

Evaluation of counseling guidance activities for the formation of student character is an attempt to assess the efficiency and effectiveness of counseling guidance services for the sake of improving school discipline. Evaluation is carried out by meeting every month involving the vice principal of student affairs, BK teacher, and homeroom teacher with materials from the homeroom teacher's monthly report. Calaguas (2012) that the guidance and counseling program is designed to help students develop and have a thorough understanding of themselves. Means counseling guidance can help students understand, assess interests and talents. In addition, counseling guidance can also help student problems that can interfere with the student learning process at school.

Obstacles to the Implementation of School Rules to Build Student Discipline at SMP Negeri 4 Kayuagung

Based on the results of the research, the obstacles experienced by SMP Negeri 4 Kayuagung in forming student discipline through the implementation of discipline originate from internal and external factors. Barriers from internal factors, namely factors from the teacher. This is because there are teachers who do not have the heart to give sanctions to students so that the sanctions given are not in accordance with what is in the student contact book. While external factors are from students. The lack of awareness of students to comply with school rules is an inhibiting factor in the formation of student discipline. Other external factors are family and family economic factors. Divorced parents and a low family economy cause the formation of student discipline through the implementation of discipline to experience obstacles.

Obstacles to building student discipline through implementing school rules are due to student factors, economic factors, and family factors. There are a lot of students here, so we can't focus on just one child, but on all students. Children's awareness is different. When the teacher is not yet in class, the children are busy by themselves. This is one of the obstacles. Continued low economy. Families with a low economy cannot buy their children the clothes they should wear, so the clothes and equipment they wear are arbitrary. But to anticipate that the school has provided assistance to students who can't afford it so they can be disciplined in dressing. And also, if the parents' divorce this is also an obstacle that is experienced. Children sometimes play truant often because parents do not care and pay attention to children.

One of the obstacles experienced in forming student discipline through the implementation of discipline is that there are teachers who do not have the heart to give sanctions to students who violate them. This is an advantage for students and takes advantage of teachers who do not have the heart to break the rules. Sometimes this one ask to give a punishment, the other teacher asks not to give a punishment because it's a pity. Then usually the children leave the class at empty hours, if not, then when there is no teacher. Sometimes the clothes are still out and the attributes are not complete.

The findings in the field show that the obstacles experienced by schools in forming student discipline are internal factors. These internal factors include teachers who give different sanctions to students who violate the rules. When there are students who are late there is a teacher who gives punishment to students in the form of a warning not to be late for students who are late 2x. However, teachers sometimes also give sanctions to students in the form of ordering students to sweep the classroom floor. While the obstacles from external factors are students' awareness to comply with school rules is still lacking. This is evident from several events that occurred at school,

including: there were still students who did not use the appropriate school attributes, there were still students who littered, and there were still students who when the teacher had not come out of the classroom. Then it was found that there were several students implementing the school rules of conduct in forming student discipline at SMP Negeri 4 Kayuagung. Only 1 or 2 of them came late to school even though there were not many of them. Barriers from other external factors are when there are students who come late to school because the parents of these students let their children watch television until late at night so that these students wake up late and are late for school.

D. Conclusion

Based on the results of the study, it can be concluded 1) the implementation of character education through a culture of discipline carrying out discipline at SMP Negeri 4 Kayuagung is carried out in 3 stages, namely (1) Implementation of character education through the preparation of rules for SMP Negeri 4 Kayuagung which consists of consisting of (a) The preparation of the rules of SMP Negeri 4 Kayuagung refers to implementation manual from the Minister of National Education; (b) The rules for SMP Negeri 4 Kayuagung are compiled based on the basis that the rules compiled aim to be able to support the creation of a culture of discipline in the school environment ; (2) Implementation of character education through the implementation of school rules at SMP Negeri 4 Kayuagung consists of (a) Dissemination of school rules to school residents and parents of students; (b) Implementation of rules of conduct through direct and indirect approaches; (c) impose sanctions ranging from a warning to a warning; (d) the implementation involved all teachers and staff at SMP Negeri 4 Kayuagung; 3) Evaluation of the implementation of the rules at SMP Negeri 4 Kayuagung consists of (1) Evaluating the implementation of the school rules; (2) Follow up the results of the evaluation of the implementation of the school rules; 2) the obstacles faced in the implementation of character education through a culture of discipline in carrying out school rules are quite diverse. In general, the obstacles encountered come from family factors, school environmental factors, and community environmental factors.

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