

Implementation of Student's Discipline Character and the Role of Educators at SDN 241 Palembang

Fenni Novrianti¹, Tri Widayatsih², Mahasir²

¹SD Negeri 241 Palembang, South Sumatra, Indonesia, ²Univeritas PGRI Palembang,
South Sumatra, Indonesia

Corresponding author e-mail: triwidayatsih@univpgri-palembang.ac.id

Article History: Received on 16 August 2024, Revised on 30 October 2024,
Published on 23 November 2024

Abstract: Implementing discipline character among students and the role of educators in elementary schools are crucial aspects in shaping a well-rounded individual. This study investigates the strategies used to instill discipline in students and the involvement of educators in this process at. The study employs a qualitative approach, utilizing interviews, observations, and documentation analysis to gather data. Results indicate that a combination of consistent routines, clear rules, and positive reinforcement effectively promotes student discipline. Educators play a significant role, not only as enforcers of laws but also as role models and mentors, guiding students toward self-discipline. The findings suggest that an integrated approach involving the school community and parents enhances the effectiveness of discipline character building. This study contributes to the understanding of character education in elementary schools and offers practical recommendations for educators and policymakers to foster a disciplined and conducive learning environment.

Keywords: Discipline Character, Elementary School, Learners, Role of Educators

A. Introduction

The implementation of discipline towards students in schools is a way for schools to instill the values of responsibility and obedience in students in implementing and obeying the rules and regulations in the school environment (Annisa, 2018). Every school has a lot of rules, and teachers play a crucial part in helping kids develop discipline. This is because teachers have the task of educating, guiding, and teaching students to have good behavior according to the values and norms that apply in society (Puspitaningrum & Suyanto, 2014). Therefore, educators are expected to be able to develop human resources with noble morals and improve the discipline of students in schools (Dekawati, 2020). By accustoming students to discipline, the atmosphere in the school becomes more orderly and orderly. Therefore, by accustoming students to discipline, it is hoped that it can bring about better changes in the future. Instilling discipline in students is considered very important because

discipline is an attitude that determines their success (Kamaruddin & Patak, 2018). Through discipline instilled in students, an orderly attitude can be fostered and every action can create a comfortable learning environment (Annisa, 2018). The smoothness of a student's learning process is highly dependent on the norms of students in the school. Self-discipline, according to Perkins Yanuarita (2011) is an intentional and responsible attempt to govern, control, and regulate one's activities and conduct in life so as not to harm oneself or others (Pettrakaki et al., 2018). It has been demonstrated in several instances that character development among students is still deficient. First, social media data indicates that elementary school kids behave badly toward teachers, including acting harshly. On social media, a video of an elementary school student violently kicking the classroom door while his teacher captured the ludicrous conduct went viral. In addition to smashing the door, the primary school pupils yelled obscenities and derogatory remarks at their instructor.

Another example is when kids arrive late for Monday's flag-raising ceremony. As a result, teachers discipline their students by making them line up alone or pick up rubbish. This indicates that pupils continue to receive little character education and frequently arrive late for class. Students should be unable to function without discipline. Discipline will improve students' lives and conduct if it is properly created and executed regularly and appropriately (Aningsih et al., 2022). Students who receive punishment will be able to adjust to a positive atmosphere and establish balance in their interactions with others (Tu'u, 2008). Based on the problems raised, we are interested in researching the topic "Implementation of Student Discipline Character and the Role of Educators at SDN 241 Palembang." This school has students, especially upper-class students who have various characters, and we find different student disciplines every day. Especially every Monday which holds a flag ceremony, we note that several students come to school late, some do not wear incomplete school attributes, and some do not carry out class duty. Therefore, we really want to conduct research in schools by implementing the character of discipline and the role of educators in the school.

In addition, if educators know the character of the students, then it will be easier for them to shape the character of the students. This is what is meant when we talk about character development. The environment plays an important role in the development of a person's character, but of the many aspects only one plays a role. Character education is a lifelong process and is an important part of educational outcomes (Singh, 2019). Personality is a form of individuality that a person has internally. According to Angga et al. (2022), education that has a strong connection to a person's values and attitudes is known as character education. A person's morals, which are innate to him as a unique individual, are linked to his character. Character values are positive values for something good, not something evil. In a broad sense, discipline is a reflection of a country's social life. One could argue that

the low degree of discipline in a nation is a significant factor in determining its level of discipline.

Additionally, children must exhibit discipline in addition to having good character. The mental attitude of someone willing to follow and adhere to the rules at school and behave appropriately is known as discipline (Bawamenewi, 2021). Discipline is a prerequisite that must be applied in every educational institution and by every individual (Karwowski & Zhang, 2021), so that every student can develop a strong sense of responsibility for themselves as students. However, not all educational institutions and individuals implement this consistently, especially in the context of students. It depends on the discipline and perseverance of the students. Discipline helps students get used to the burden of being students, smart students (Marbach-Ad et al., 2019). They get used to the fact that they can develop if they have good morals, compete with other countries, and make their parents happy. Complete tasks on schedule and to the best of your abilities. Similarly, parents, schools, communities, and governments all have responsibilities for character education in society (Ryan & Lickona, 1992). Character is a natural attitude that gives each person their unique set of characteristics, morals, ethics, and personalities (Komariah & Nihayah, 2023). This comprises the morals, intelligence, and demeanor that make up an individual's distinct identity and serve as a motivator and differentiator among people (Wiyani, 2012). In this context, the role of educators has a crucial role in shaping the disciplined character of students. Educators are not only tasked as conveyors of knowledge but also as examples and mentors for future generations (Roulston & Bhattacharya, 2018). In dealing with students, educators are at the forefront of practicing and teaching disciplined character.

In addition to educating, educators' roles with students also entail a thorough comprehension of their needs and developmental stages. Therefore, to set an example for children, teachers must possess a feeling of accountability, autonomy, authority, and discipline (Dea Kiki Yestiani & Zahwa, 2020). The implementation of education cannot be separated from various components of education. One of the most important elements in the implementation of education is the teacher (Lawrence & Tar, 2018). Educators play an important role in the process of delivering education, and their mission is to help students realize the growth of the students themselves. In the Law on Teachers and Lecturers Number 14 of 2005 (Article 1 paragraph 1): Teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal basic and secondary education. According to Wibowo & Hamrin (2012), Teachers are responsible for guiding and instructing pupils as part of the educational process in schools. This duty is fulfilled through curriculum development, student learning counseling, personality development, moral and physical development, analysis of learning challenges, and assessment of learning progress. Indicators that educators have a

solid character are reflected in their behavior which has several characteristics as follows: 1) Complying with laws and regulations and other provisions. 2) Demonstrating disciplined behavior. 3) Acting by social norms, characterized by: (a) speaking politely; (b) having a polite physical appearance; and (c) behaving calmly. 4) Being proud as an educator, as indicated by: (a) commitment to duties as an educator, and (b) maintaining the code of ethics of the teaching profession. 5) Being consistent in acting by norms, characterized by obedience to rules and having consistent self-discipline.

Along with the development of science and technology and the progress of the times, the world of education faces various challenges, especially in character development. Therefore, based on the results of previous research involving interviews with homeroom teachers, problems were found in character education, especially related to student discipline and morals. Although this problem is still relatively small, if it is left unchecked, it can cause more serious problems in the future. Disciplined character includes a commitment to comply with norms, rules, and values that lead to good and responsible behavior. In the world of education, the application of disciplined character is not only related to academic learning but also to holistic personal development. This research is also expected to be able to provide a deeper understanding of the importance of home-school collaboration in supporting student development. It is hoped that the results of this study can be a basis for improving educational policies and better educational practices, and ultimately provide a positive contribution to the formation of a more disciplined young generation in society.

B. Methods

The author conducted research at SD Negeri 241, Talang Kelapa Village, Alang-alang Lebar District, Palembang City. According to Sugiyono (2014), In the context of research, objects are qualities, traits, or values that people, things, or activities that are the subject of the study possess. Meanwhile, according to Supriyati (2012) In terms of object definition, it clarifies that variables examined by we at the site of the study are known as research objects. As a result, we must identify factors and study the designated items. The author of this study employed a qualitative research design. Denzin and Lincoln define qualitative research as a study that utilizes the natural environment to understand events, using a combination of various methods.

The data collection techniques used in this study are 1) observation, we conducted a direct study of this special data mining technique at SDN 241 Palembang. The researcher observed what happened at school and the situation and observed and recorded the important factors that were identified; 2) interview, we conducted this interview to gather information from informants regarding the problems that need

to be studied, especially the role of homeroom teachers in the formation of children's disciplined personalities at SDN 241 Palembang; and 3) documentation

C. Results and Discussion

The Role of Class Teachers in Forming Disciplined Character of Students at SD Negeri 241 Palembang

We collected information about the efforts of class teachers in strengthening the character of discipline of students at SDN 241 Palembang from various sources, including interviews with research subjects, direct observation, and analysis of available documents. According to the Principal of SDN 241 Palembang, the implementation of character education discipline has been carried out at SDN 241 Palembang since the school was founded, but the implementation of character education discipline has not been implemented optimally. Since the new principal in 2017, Mrs. Nuraini, S.Pd.SD., M.Si. became the principal, introducing discipline to children through programs she created and implemented directly.

The role of class teachers in implementing the development of character discipline of students in elementary schools is a series of teacher attitudes that include teaching, educating, guiding, training, and evaluating students to carry out student discipline learning. The role of class teachers includes various arrangements such as educating, teaching, mentoring, training, and assessing. After collecting more in-depth data on the role of class teachers in forming the character of discipline of students at SDN 241 Palembang. The we found that although all class teachers utilized these four roles effectively, some teachers were still less than optimal in carrying them out.

The goal of Class Teachers at SD Negeri 241 Palembang regarding the development of disciplined character in students is for students to grow into students with disciplined character, both disciplined character at school and disciplined at home. Disciplined character is the beginning of a person's success, especially for students today. Teachers are the most important participants in the learning process and instilling disciplined character because teachers are the ones who ultimately determine whether or not students are successful. The task of a teacher is very important in the education and training of the character and discipline of students. Therefore, class teachers must have a positive attitude and a pleasant attitude. Because elementary school students usually imitate what they see from their teachers, and because the Prophet Muhammad SAW is a role model in community life, elementary school students will imitate what they see from that person from their teachers. Supporting elements include pupils' understanding of the discipline, instructors' proactive involvement, and the principal and teachers' unity (Pradina et al (2021)). In the meantime, social influence from peers, improper use of technology, and insufficient teacher supervision of students are issues impeding student

discipline characteristics (Hasan & Ulfa, 2021). In the meantime, social influence from peers, improper use of technology, and insufficient teacher supervision of students are issues impeding student discipline characteristics (Ibrahim et al., 2023). The role of the class teacher in forming the character of student discipline at SDN 241 Palembang is that the teacher guides students to follow school rules, obey class rules, and do homework at home.

The Role of Class Teachers in Implementing Disciplinary Character of Students at SD Negeri 241 Palembang

After collecting data through observation, interviews, and documentation, the efforts of class teachers in forming a disciplined character in students of SD Negeri 241 Palembang were determined by using various methods such as habituation, examples, lectures, discussions, and simulations. It can be analyzed based on use. This conclusion is drawn from the conclusion that data collection through observation, interviews, and documentation is said to be successful. To get used to using stories as a teaching method, teachers include stories that emphasize the importance of developing a disciplined personality. This is because elementary school students often pay attention to and observe the behavior of their friends. Students should get used to obeying school rules to instill discipline in themselves. As a result, students develop a disciplined character in themselves. Therefore, class teachers at SD Negeri 241 Palembang use learning strategies to shape students' personalities to be more disciplined.

There is evidence that schools can improve student behavior while at school, but if the values taught by the school are not upheld at home, the positive impact on children's discipline can be lost. Schools can develop student behavior while at school. Efforts to implement disciplined character in students at SD Negeri 241 Palembang are influenced by various variables that affect the success of disciplined character training. These variables can be grouped into two categories, namely internal and external variables. These factors play an important role in determining the success of discipline and character education programs. The success of disciplined character education does not only depend on the role of educators in providing teaching and guidance but is also influenced by the social environment that creates conditions that support the development of disciplined character.

Of course, some goals must be achieved as a direct result of the many processes in implementing education and instilling in students the importance of disciplined character. However, not all applications made by SD Negeri 241 Palembang can run as expected. As a form of internalization of disciplined character values among students at SD Negeri 241 Palembang, students at least show disciplined character in their daily attitudes and actions. This is evidenced by the results of observations and interviews conducted by we with students. According to we, this shows that the

behavior is punitive. Before class starts, students will carry out morning assembly activities that include the following morning reading habits. For example, memorizing the Letter, Asmaul Husna, and praying Duha in congregation, as well as memorizing Tahsin, Iqro, and the Quran. After that, students shake hands with the teacher and go to their respective classes. The values of disciplined character, such as arriving at school on time, are reflected in the students. This is supported by Mamkua & Sutrisno (2023) It in turn shapes the disciplined character of schoolchildren, conducting a religious activity program daily before the start of the school day.

The congregational dhuha prayer is the religious activity program that is conducted. Accustoming students to the congregational dhuha prayer will increase student discipline. Furthermore, the habituation activities that need to be carried out, such as implementing smile, greet, greetings, being polite, and courteous, and carrying out congregational prayers, are the main focus. However, it is realized that the values of discipline character emphasized by educators on students at SD Negeri 241 Palembang do not eliminate other discipline character values. This is an important thing to consider. Efforts are made so that all national discipline values are integrated into all aspects of the education system and administrative structure. According to Atik & Mulyani (2023) his efforts by employing the following strategies: consistency, rules, rewards, penalties, role modeling, habituation, and the creation of a favorable environment. According to the study's findings, students' attitudes and conduct have changed positively, showing their habit of abiding by the rules and participating in regular madrasah activities.

The Impact of Implementing Disciplinary Character of Students at SD Negeri 241 Palembang

The findings described by the researcher in this chapter were obtained through interview techniques including data collection sources and direct field observations to strengthen several questions raised by us.

Students become more disciplined in using their time while studying. Time discipline means being on time or obeying the specified time. The class teacher explained that learning would be carried out at 7.00. am to 12.00 pm., students had arrived at 06.40 am. Students who arrived at school first had also brought all their school supplies from home and were greeted first by the teacher on duty at the school gate before entering the school. Usually, students who come to school do several activities, such as playing with their friends in the schoolyard. Many students arrive early, but there are also one or two students who still arrive late. Mr. Firdiansyah, S.Pd, the Deputy Head of Student Affairs usually handles students who are late by first asking the reason for the delay or reprimanding the student who is late. In addition to these methods, Mr. Firdiansyah, S.Pd also usually advises

students not to be late. He also explained that if he would continue the lesson. After the material was distributed, he would review it so that students who were left behind could understand the contents. The results of the observation showed that students arrived at school earlier than the scheduled time. The students also brought all their school supplies and were met by the teacher on duty at the school gate. Then students also had to wash their hands before being allowed to enter the classroom.

Mrs. Lisawati, S.Pd, emphasizes the importance of discipline and organization in education. She uses motivation, input, and homework to keep students organized and focused. Her approach varies depending on the students' backgrounds and their participation in learning activities. Attitude is a significant factor influencing learning, and Mrs. Lisawati observes students' attitudes before assigning them. Almost all students respond well to assignments, and most submit them on time. She also offers homework assignments that can be done at home. For students who don't understand their learning attitudes, Mrs. Lisawati provides detailed explanations, accompanies, and advice, leading to improved learning outcomes.

Students will obey school rules. Mrs. Lisawati, S.Pd said that every school always has different school rules. These rules must be obeyed by everyone in the school environment. According to her, there are still students who do not obey the rules set by the school, such as not only studying but also wearing the required uniforms and shoes. Although many people follow the rules that have been set, there are always those who break the rules, from grade 1 to grade 6. If you ask students why they break these rules, they will most likely answer with many reasons to avoid sanctions. The rules issued by the school are not that difficult for the students themselves. Students who do not obey school rules will be advised not to repeat them and to avoid any sanctions that may be imposed on them.

Through the character of discipline, students become disciplined in time, for example, every day before learning begins, a joint prayer is held before learning, then every Friday a joint Yasinan is held, followed by Dhuha prayer and before going home from school there is Dzuhur prayer in congregation at the prayer room with these routine activities, students are more organized and disciplined in learning and also values such as responsibility, perseverance, and patience. They become more aware of the importance of doing tasks well and respecting authority. With discipline, the learning process becomes more comfortable and enjoyable, the classroom atmosphere becomes more conducive and orderly in learning and doing tasks, and more diligent and organized, students also tend to achieve better academic results. They become more focused on learning, work hard, and manage their time effectively. With discipline, it helps children learn to work together with classmates, understand the rules, and respect the rights of others. Students learn to control themselves, understand the feelings of others, and behave according to applicable social norms. Disciplined students are better able to manage stress and

pressure, both from the school environment and outside of school. With discipline, children feel more confident because they know what is expected of them and how to meet those expectations. Discipline helps children become more adaptive and resilient in facing various situations and challenges. With the implementation of effective discipline character, elementary schools can form students who not only excel academically but also have strong characters and are ready to face challenges in the future.

D. Conclusion

The role of the class teacher in implementing the character of student discipline at SD Negeri 241 Palembang includes duties as an educator, teacher, mentor, trainer, and evaluator. What is the role of the class teacher in implementing the character of students at SD Negeri 241 Palembang by using the habituation method, role model, and storytelling? The habituation activities at school have been carried out quite well and optimally to help maximize discipline in students. This is evidenced by we who observed students practicing good habits such as morning ceremonies, art performances, morning roll calls, reading Asmaul Husana, and praying Duha in the congregation. As an educator, teachers are expected to be able to play their role optimally in implementing the habituation program planned by the school. The school habituation program allows teachers to strengthen the sense of discipline and responsibility in students. This process shows that activities to improve discipline are carried out in line with existing habits, and students become more disciplined. Improving students' activity habits can be an effective program to strengthen their disciplined personality. This is proven by activities that can make students become disciplined people, so they can come to school on time, follow their habits correctly, and succeed in the learning process.

E. Acknowledgement

We would like to express our acknowledgment to our respondents, colleagues SD Negeri 241 Palembang, and Universitas PGRI Palembang who helped us with this article.

References

- Angga, A., Abidin, Y., & Iskandar, S. (2022). Implementation of Character Education with 21st Century Skills-Based Learning Models. *Jurnal Basicedu*, 6(1). <https://doi.org/10.31004/basicedu.v6i1.2084>
- Aningsih., Zulela, M., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational and Social Research*, 12(1), 371. <https://doi.org/10.36941/jesr-2022-0029>

- Annisa, F. (2018). Planting of Discipline Character Education Values in Basic School Students. *International Journal of Educational Dynamics*, 1(1), 107–114.
- Atik, N. B., & Mulyani, N. (2023). Teachers' Efforts in Forming Disciplined Character of Grade IV Students at MI Nurul Islam Sidamukti, Bumiayu District, Brebes Regency. *Jurna Kependidikan*, 11(1). <https://doi.org/10.24090/jk.v11i1.7759>
- Bawamenewi, A. (2021). The Role of the Principal in Improving Teacher and Student Discipline at State Senior High School 1 Lolofitu Moi. *Jurnal Review Pendidikan dan Pengajaran*, 4(1). <https://doi.org/10.31004/jrpp.v4i1.2252>
- Dekawati, I. (2020). The Principal's Leadership as the Effort to Build Students' Character. *International Journal of Educational Management and Innovation*, 1(2), 109. <https://doi.org/10.12928/ijemi.v1i2.1631>
- Hasan, B., & Ulfa, M. (2021). The Role of Teachers in Forming Disciplined Character. *Jurnal Pendidikan Islam*, 1(1). <https://doi.org/10.33379/ebtida.v1i01.922>
- Ibrahim, R., Asmarika, A., Salim, A., Wismanto, W., & Abunawas, A. (2023). The Role of Teachers in Forming Disciplined Character of Students at Al Barokah Elementary Madrasah, Pekanbaru. *Journal of Education Research*, 4(3). <https://doi.org/10.37985/jer.v4i3.371>
- Kamaruddin, K., & Patak, A. A. (2018). The Role of Islamic Education Teachers in Instilling Student Discipline. *International Journal on Advanced Science, Education, and Religion*, 1(2), 15–26. <https://doi.org/10.33648/ijoaser.v1i2.9>
- Karwowski, W., & Zhang, W. (2021). The Discipline of Human Factors and Ergonomics. In *Handbook of Human Factors and Ergonomics* (pp. 1–37). Wiley. <https://doi.org/10.1002/9781119636113.ch1>
- Komariah, N., & Nihayah, I. (2023). Improving the Personality Character of Students through Learning Islamic Religious Education. *At-Tadzkir: Islamic Education Journal*, 2(1), 65–77. <https://doi.org/10.59373/attadzkir.v2i1.15>
- Lawrence, J. E., & Tar, U. A. (2018). Factors that Influence Teachers' Adoption and Integration of ICT in Teaching/Learning Process. *Educational Media International*, 55(1), 79–105. <https://doi.org/10.1080/09523987.2018.1439712>
- Mamkua & Sutrisno. (2023). Character Education from an Islamic Study Perspective: The Role of Teachers in Forming Students' Disciplined Characters Through Religious Activities at SD IT. *Jurnal Ilmiah Mandala Education*, 9(1). <https://doi.org/10.58258/jime.v9i1.4226>
- Marbach-Ad, G., Hunt, C., & Thompson, K. V. (2019). Exploring the Values Undergraduate Students Attribute to Cross-disciplinary Skills Needed for the Workplace: an Analysis of Five STEM Disciplines. *Journal of Science Education and Technology*, 28(5), 452–469. <https://doi.org/10.1007/s10956-019-09778-8>
- Petrakaki, D., Hilberg, E., & Waring, J. (2018). Between Empowerment and Self-Discipline: Governing Patients' Conduct through Technological Self-Care. *Social Science & Medicine*, 213, 146–153. <https://doi.org/10.1016/j.socscimed.2018.07.043>
- Pradina, Q., Faiz, A., & Yuningsih, D. (2021). The Role of Teachers in Forming Disciplined Character. *Jurnal Ilmu Pendidikan*, 3(6).

- <https://doi.org/10.31004/edukatif.v3i6.1294>
- Puspitaningrum, D., & Suyanto, T. (2014). Implementation of School Rules in Forming Citizenship, Student Discipline at SMP Negeri 28 Surabaya. *Kajian Moral dan Kewarganegaraan*.
- Roulston, K., & Bhattacharya, K. (2018). Teaching Qualitative Inquiry in the Era of the Big Tent. *International Review of Qualitative Research*, 11(3), 251–255. <https://doi.org/10.1525/irqr.2018.11.3.251>
- Ryan, K., & Lickona, T. (1992). *Character Development in Schools and Beyond* (Vol. 3). (Vol. 2). CRVP.
- Singh, B. (2019). Character Education in the 21st Century. *Journal of Social Studies (JSS)*, 15(1), 1–12. <https://doi.org/10.21831/jss.v15i1.25226>
- Sugiyono. (2014). *Quantitative and Qualitative Research Methods and R&D*. Alfabeta.
- Supriyati. (2012). *Computerized Accounting Research Methodology*. Labkat.
- Tu' u, T. (2008). *The Role of Discipline in Student Achievement Behavior*. Grafindo.
- Wibowo, A., & Hamrin. (2012). *Becoming a Character Teacher: Building Strategies, Competencies & Teacher Character*. Pustaka Pelaja.
- Wiyani, A. N. (2012). *Class Management*. Ar-Ruzz Media.
- Yanuarita. (2011). *Student Self-Discipline Towards School Rules Reviewed from. Discipline Implementation Style by Educators*. Universitas Pendidikan.
- Yestiani, D. K., & Zahwa, N. (2020). The Role of Teachers in Learning in Elementary School Students. *Jurnal Pendidikan Dasae*, 4(1). <https://doi.org/10.36088/fondatia.v4i1.515>