

STUDENT DISCIPLINE CHARACTER DEVELOPMENT STRATEGIES IN PRIMARY SCHOOLS

RESEARCH ARTICLE

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Abstract

Disciplinary character is not born by itself, but there needs to be training so that someone has a disciplined character within themselves. This research aims to determine strategies for developing the disciplined character of elementary school students. This research uses approach qualitative with case study method. Data collection techniques in this research are observation, interviews and documentation. The data analysis used in this research is data reduction, data display, verification and confirmation of conclusions. Based on the results found, the form of developing students' disciplinary character in elementary schools is by implementing authoritarian coaching and democratic coaching. The strategies used in developing students' disciplinary character in elementary schools are: (1) carrying out guidance through socialization, (2) carrying out guidance through habituation activities, (3) providing examples, (4) providing punishment. Obstacles in implementing student discipline character development in elementary schools are teacher delays in conveying information to students, problems with students coming from home, parents' absence in fulfilling the school's invitation to carry out socialization activities. The solution to overcome these obstacles is to create strategies for improvement, evaluate teachers, and create flyer which contains material which discussed in the activity parenting.

Keywords: coaching, discipline character, elementary school students

Introduction

The development of increasingly advanced times has an impact on the development of an increasingly competitive life. But apart from that, various worrying social phenomena have emerged in various forms, such as drug abuse, promiscuity, abuse and increasingly widespread brawls. The decline in moral values is often considered mediocre, even though this is enough to cause the collapse of a nation and state if the people do not have good character (Herlambang, 2018). The

demoralization that is currently occurring is mostly carried out by school-age children, which has triggered a crisis in values and morals. Cases involving school-aged children are widespread and have even increased. Based on data released by the Central Statistics Agency, in 2021 there were 188 cases of fights between students, in 2024 there was an increase of 575 cases. Meanwhile, data released by the Protection of Women and Children, in 2023 there will be 236 cases of violence against children in the school environment. In 2024 these cases will increase to 293 cases.

Demoralization of students does not just happen, but many factors influence it. Several previous studies have shown the causes of a decline in moral values in students. Research conducted by [Lubis \(2020\)](#) states that the lack of parents' role in guiding students to behave well is one of the causes of students not behaving in accordance with moral values. Apart from that, [Nurgiansah et al., \(2020\)](#) stated that teachers' lack of skills in creating a conducive classroom atmosphere and a lack of insight into strategies for instilling disciplined character in the learning process are one of the causes of the decline in students' moral values. Another factor that causes students not to behave well is because schools do not make enough efforts to instill character values in students ([Annisa, 2019](#)). Thus, efforts need to be made so that students have good character so they can apply it in everyday life.

In this condition, schools as formal educational institutions have a crucial task in cultivating good character in a person so that they are expected to be able to improve the quality of the nation's generation in various aspects. Character education must be carried out from an early age, and elementary school is the right level to provide a strong enough foundation in efforts to cultivate students' moral values ([Hakam, 2011](#)). Elementary school is the first level of education that trains students aged 7 to 12 years, an age that is sensitive enough to imitate and respond to educational stimulation from outside. In national education practice, elementary school is the first level of formal education that will determine the direction of development of student potential. A good character education development pattern in elementary schools will form a person with character, especially in the present era where demoralization often occurs among children and teenagers, because the role of education is not only limited to providing knowledge, education is expected to be able to change or shape a person's character and disposition for the better, to have *skill* who is qualified, more polite on an ethical and aesthetic level and more importantly is able to behave well in everyday life.

In implementing character education, one of the character values that needs to be developed is discipline. Discipline is the attitude of always obeying the rules. Discipline starts from oneself which is necessary to create an orderly life. Discipline must always be maintained at home, at school and in the community. In carrying out various activities at school, the value of discipline must be possessed by all students so that they are able to become the next generation who are useful for the country and the nation. Efforts to instill a disciplined character in schools include all influences aimed at students to help them understand and adapt to environmental demands. Apart from that, discipline is also important to meet students' demands on their environment. According to [Annisa \(2019\)](#), discipline is the right way to help students learn to live with good habits that are beneficial for themselves and their environment.

The character of discipline is very important for humans to have other good character values. Discipline and indiscipline are transactional phenomena embedded in the ecosystem of classrooms, schools and society. The importance of strengthening the value of disciplinary character in schools is based on the reason that currently there is a lot of deviant behavior that is contrary to discipline, such as not obeying the rules both at school and in the community, damaging school and public facilities,

the habit of coming late and even skipping school. According to [Nurgiansah et al., \(2020\)](#), behavior that violates regulations shows that there is no awareness of being disciplined and responsible for the rules that have been set. The emergence of undisciplined behavior shows that there has been a problem in disciplinary character education. This means that the knowledge regarding discipline obtained by students at school has not had a positive impact on changes in student behavior in everyday life. Basically, students know that their behavior is not correct but they do not have the awareness to get used to abandoning this wrong behavior. Several cases of student indiscipline in schools have become one of the incentives for the government to create and intensify character education programs in schools. Disciplinary behavior in students will be better if it is fostered from an early age so that the character of discipline is embedded and rooted into adulthood. Therefore, schools must have effective strategies to develop disciplined character in students.

Based on the description above, the researcher will research more deeply descriptively qualitatively by taking the title "Strategies for Developing Disciplinary Character of Students in Elementary Schools" as problem solving to describe elementary school strategies in developing students' disciplinary character as a basis for developing disciplinary character development.

Literature Review

Construction strategy

In general, strategy is interpreted as a plan, method, stages or steps of an activity that is arranged to achieve agreed goals ([Syaiful, et al. 1996](#)). In education, strategy is planning that includes a collection of actions intended to achieve certain goals. Psychology considers strategy to be a plan of action consisting of various steps taken to achieve a goal or solve a problem. In cognitive psychology, strategy is a term that refers to procedures in the form of a series that require cognitive effort and are always influenced by cognitive decisions or student learning habits ([Muhibbin, 2003](#)). Strategy means an outline of the direction for action in an effort to achieve predetermined targets ([Syaiful, et al, 1996](#)). Strategy is a collection of important actions taken to achieve certain goals ([Yunus, 2016](#)). From these several definitions, it can be concluded that strategy is a method used to achieve predetermined goals.

Meanwhile, coaching according to [Arifin \(2008\)](#) is a conscious human effort to guide and direct a child's personality and abilities, both in formal and non-formal education. [Simanjuntak & Pasaribu \(1990\)](#) define that coaching is a formal and non-formal educational effort that is carried out consciously, planned, directed, organized and responsible to introduce, grow, guide and develop the basics of a balanced, complete and harmonious personality consisting of knowledge and skills that are in accordance with a person's talents, tendencies or desires, as well as their abilities, so that they can improve and develop themselves, each other and their environment towards achieving optimal and personal dignity, quality and human abilities. who is independent. Coaching is an important thing in a child's development, especially in attitudes and behavior. Guidance for children needs to be carried out from an early age to provide direction to their outlook on life. [Wahjosumidjo \(2003\)](#) defines coaching as an effort or activity in the form of providing guidance, stabilization, direction to students' thoughts, attitudes and behavior as well as interests, talents and skills through extracurricular programs in supporting the success of curricular programs.

A coaching strategy is a plan prepared to carry out a coaching activity which aims to shape a personality which in its implementation can use various coaching methods and activities related to coaching itself. A coaching strategy is an action plan or series of activities that involves the use of methods in utilizing various resources or strengths in learning. A coaching strategy needs to be implemented so that in the process, coaching activities can run effectively and efficiently in accordance with the goals that have been set. Strategies that can be used in coaching according to Marimba (2001) are as follows:

Habituation, this habituation strategy has an important role because in this habituation it grows and develops well and of course with habits that must be carried out in daily life so that a good routine emerges that does not deviate. For example, teachers are role models for students apart from parents at home. Therefore, a teacher must be able to maintain his attitude, behavior and speech and is expected to be able to reflect a good personality, because he will be an example for students at school. Exemplification is the most effective educational method for forming children's morals, spirituality and social ethos, because the good behavior of educators will be followed by students. Usually, students in the lower classes have the potential to imitate the behavior of the adults they use as idols in their lives. Thus, teachers and all school members must show good behavior because at elementary school age children tend to make teachers their idols at school so that they will listen more to what their teachers say and imitate the behavior displayed by the teacher.

Socialization is an invitation or suggestion given to do something good and useful. This socialization can grow students' knowledge about discipline and encourage them to develop a disciplined attitude in students, so that they will grow into good and disciplined individuals.

Training is an activity that must be done repeatedly so that someone is able to do something correctly as it should. An example of this exercise is prayer practice. If students do the exercise well, then in practice they will be able to do it correctly and it will become a habit.

Competence is healthy competition and is also a way to stimulate students so that they are encouraged to be more active in doing good deeds. For example, teachers encourage students to increase their memorization and so on. This competency will also increase togetherness and self-confidence for students.

Punishment is an action given to a student when he makes a mistake and violates the applicable rules so that the student does not repeat the same mistake and other students do not imitate previous mistakes. Punishment as a form of social control is no longer designed to punish individual violations but to correct their potential. The punishment given to students does not have to be physical punishment, but can be replaced by giving assignments that the student must complete. The purpose of this punishment is to provide a deterrent effect for students who make mistakes so they don't do it again.

Disciplined character

Character is a psychological trait, morals or manners that are characteristic of a person or group of people (Andayani & Majid, 2012). Character is also defined as a person's character, character, morals or personality which is formed from the internalization of policies that are believed to be used as a basis for thinking, behaving, viewing and acting (Nurdin & Sauri, 2019). In line with this, Yahya (2010) states that character is a stable attitude, character, morals, personality as a result of a progressive and

dynamic consolidation process. Character education has a very important role in efforts to develop individuals with good character. An individual with good character is someone who tries to do good towards God Almighty, himself, his fellow humans and his environment. Thomas Lickona defines a person of character as a person's natural nature in responding to situations morally which is manifested in real actions through good behavior, honesty, responsibility, respect for others and other noble characters. Character is closely related to daily habits. Furthermore, Lickona emphasized three things in educating character. These three things are beautifully formulated: knowing, loving, and acting the good. According to him, the success of character education begins with understanding good character, loving it, and implementing or emulating that good character (Lickona, 1991). From these several definitions, it can be concluded that character is a person's character, character, morals, or personality which is formed from the internalization of various virtues, which are believed and used as a basis for the way of seeing, thinking, behaving and acting.

According to Faturrohman (2013) there are several steps that can be taken for character education, namely: 1) planning and formulating character values that will be taught to students; 2) prepare resources and an environment that supports the character education program through subject integration, management of the classroom atmosphere, and management of a school environment with character; 3) joint commitment between school principals, teachers, employees and parents in implementing character education programs; 4) character education is carried out consistently and continuously; 5) evaluate the program being implemented.

One of the character values that needs to be instilled in students is discipline. Discipline is an attitude of obedience to applicable rules and regulations. According to Sobri (2020) discipline includes every influence shown to help students be able to understand and adapt to all the regulations in their environment. Discipline is a state of order, where people who are members of a system are subject to existing regulations (Mulyasa, 2009). Disciplined living needs to be trained and accustomed to in everyday life so that people are truly trained to live disciplined and responsible lives (Khoiri, 2022). Obedient discipline is the ability to follow established rules, procedures and standards, as well as the ability to control oneself and avoid undesirable behavior. Discipline in the classroom has an impact, namely: students describe themselves; how students treat each other; how students behave towards teachers; how students behave in the classroom (Lickona, 1991).

In an effort to foster the disciplined character of students in the classroom, Lickona (1991) states that the first thing that can be done to involve students to be responsible for behaving disciplined in the classroom is to setting makes cooperative rules. Benefits of setting according to Lickona, these are: (1) being able to form cooperation where students can create good groups with each other in the class; (2) help students have a sense of belonging and obey class rules; (3) students are positioned as moral thinkers and use their time to help students develop better; (4) helping students see various values such as respect and responsibility which begins with creating and providing views on rules in the classroom; (5) help students to think critically about regulations and to develop competence in making regulations that are good for them.

Methodology

Research design and approach of the study

The research approach used in this research is a qualitative approach. According to Sugiyono (2013) qualitative research is research based on the philosophy of post positivism, used to research the conditions of natural objects with the researcher as the key instrument, the data collection technique is carried out by triangulation, the data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization. The method used in this research is analytical descriptive. This method was chosen because it is in accordance with the research problem to be studied, namely how to develop students' disciplinary character patterns in elementary schools. The analytical descriptive method analyzes and describes various situations from various data that has been collected regarding problems studied in the field. The analytical descriptive method is a method used for descriptive studies (Sugiyono, 2013). This method is focused on answering research questions related to what, who, where, and how an event or experience occurred. Data collection techniques in this research are observation, interviews and documentation. The data analysis used in this research is data reduction, data display, verification and confirmation of conclusions.

Research site and participants

Participants are individuals who were selected by researchers to obtain information in collecting data. Participants or sources of information in this research were the principal, vice principal of student affairs, teachers and students of the Al-Kautsar Integrated Islamic Elementary School, Central Cikarang District, Bekasi Regency. The research place is the location or environment where the researcher will carry out research. This research will be carried out at the Al-Kautsar Integrated Islamic Elementary School located on Jl. Komodo 1A, Jayamukti Village, Central Cikarang District, Bekasi Regency, West Java-17530.

Data collection and analysis

To obtain data in this research, researchers chose data collection techniques using observation, interviews and documentation. Interviews were conducted to explore various information regarding the development of students' disciplined character at the Al-Kautsar Integrated Islamic Elementary School, Central Cikarang District, Bekasi Regency. Information was obtained from 10 informants consisting of the principal, deputy head of student affairs, 2 teachers or homeroom teachers and 6 students. Data obtained from interviews is the primary data source in this research. To strengthen the data from the interviews, researchers carried out observations and documentation. The type of observation carried out in this research is passive participatory observation, meaning that the researcher observes activities carried out by the person being observed but is not involved in the activity. Observations were carried out at the Al-Kautsar Integrated Islamic Elementary School, Central Cikarang District, Bekasi Regency. Observations are carried out by observing the school environment, daily student behavior, the learning process in the classroom, the teacher's ability to manage the class, and the implementation of school programs. Then data collection through

documentation was carried out by collecting data sourced from school archives and documents, both recorded in daily school activities regarding strategies for developing disciplinary character and in various other sources related to research. The documentation collected in this research is reference data for the 2024/2025 academic year, as well as photos of the school environment, student activities in the morning, the condition of students in the classroom during the learning process, worship practices, and the queuing culture which is one of the school's programs in developing students' disciplined character.

The field data analysis technique used in this research uses steps as proposed by Miles and Huberman (in Sugiyono, 2013) which state the activities in data analysis, namely: 1) Data Reduction; 2) Data Display; 3) Conclusion Drawing and Verification. Data reduction is a selection process, focusing on simplifying data that emerges from written notes in the field. Since data collection began, reduction has been carried out by making summaries, coding, tracing themes, creating clusters, writing memos and other things with the aim of sorting out irrelevant data/information. Data displays describe a collection of structured information that provides the possibility of drawing conclusions and taking action. Observing the display will allow researchers to understand progress and analyze or take further action based on that understanding. Presentation of qualitative data is presented in the form of narrative text and can also be presented in the form of matrices, diagrams, tables and charts. Verification is the final activity of data analysis. Drawing conclusions takes the form of interpretation activities, namely finding the meaning of the data that has been presented.

Results and Discussion

Al-Kautsar Integrated Islamic Elementary School is an elementary school located on Jl. Komodo 1A, Jayamukti Village, Central Cikarang District, Bekasi Regency. This school has superior programs in the form of tahsin and tahfidz as well as applied learning bilingual, character building and life skill. The Al-Kautsar Integrated Islamic Primary School has 24 teaching staff, 183 male students and 177 female students with a study group of 16. The curriculum used by the Al-Kautsar Integrated Islamic Primary School is an independent curriculum. Based on the results of interviews conducted with the principal and deputy head of student affairs, the Al-Kautsar Integrated Islamic Elementary School, Central Cikarang District, Bekasi Regency has various programs to develop students' disciplined character, including orderly ceremonies, arriving on time, orderly prayers, orderly ablutions and a culture of queuing for snacks in the school canteen. The strategies used by schools to develop students' disciplined character are socialization, habituation and example. Apart from students, teachers also receive guidance so they know various ways that can be done to develop students' disciplined character. Parents are also involved in various activities so that students are not only trained to be disciplined at school, but discipline training is also carried out by parents at home. Based on the results of interviews conducted with teachers, the implementation of developing students' disciplined character at the Al-Kautsar Integrated Islamic Elementary School, Central Cikarang District, Bekasi Regency, the school held various trainings for teachers so that they had adequate competence, created and implemented various habituation programs that would be carried out by students so that students get used to doing good deeds with full discipline and responsibility. To support the implementation of the disciplinary character development program, the school provides various facilities such as trash cans in various corners, cleaning equipment, ablution areas, mosques, halls, classrooms equipped with

television and loudspeakers and other supporting facilities. From the results of interviews with students, it is known that students at the Al-Kautsar Integrated Islamic Elementary School, Central Cikarang District, Bekasi Regency are able to carry out school rules and class rules. Various regulations set by the school can be implemented well. Students already know what the rules are for and can apply them. The following are the findings regarding the development of students' disciplined character. In implementing various school programs and learning activities, schools and teachers use various strategies to instill discipline in students.

Based on the results of research in the field, the Al-Kautsar Integrated Islamic Elementary School, Central Cikarang District, Bekasi Regency is a school that has a character development program for students, one of which is disciplined character. This can be seen from the vision, mission, goals and various programs that have been planned and implemented by all school members. Programs designed to develop students' disciplined character include: morning activity, literacy movements, congregational prayers, flag ceremonies, market day, praying before and after studying, orderly ablutions, orderly prayers, queuing when buying food in the school canteen and extracurricular activities. The school program is designed by the curriculum sector and the character development program is assisted by the Violence Handling and Prevention Team. The program that had been planned by the team was then presented in a meeting attended by the head of the Foundation, principal teachers, curriculum sector, education staff and parents of students. This activity was carried out to discuss the school program that will be implemented with the hope that all school members can carry out the program that has been planned so that the program runs well. This is in line with what [Annisa \(2019\)](#) stated, namely that steps that can be taken to develop student character include a joint commitment between the school principal, teachers, employees and parents in implementing the program. The strategy used in running the school program as an effort to develop the disciplined character of students at the Al-Kautsar Integrated Islamic Elementary School, Central Cikarang District, Bekasi Regency is implemented as follows.

Socialization activities

Socialization activities are carried out by conveying school regulations to students. The method used is to provide advice to students so that they have a disciplined character. This activity is carried out through direct delivery of advice from several teachers and from the school principal during ceremonies, cults after prayers, and during the learning process. Then every year the school invites and collaborates with the Bekasi Metro (police) to instill character education, one of which is discipline.

Socialization activities are also carried out for parents by holding meetings to discuss school regulations which are implemented at the beginning of the semester. The method used in outreach activities to parents is the discussion method. In this case, the school conveys school regulations and school activities that will be carried out by students, then the school and parents discuss activities that should be carried out and activities that need to be further studied for their implementation. Parental involvement is very necessary so that school programs can run well. Apart from being conveyed to parents, school regulations and school activities are also socialized in the classroom by each class teacher. In this regard, [Sobri \(2020\)](#) stated that the regulations that have been made and agreed upon

need to be socialized so that the implementation of disciplinary character development in schools can be carried out well.

Disciplinary character building is expected not only to be carried out at school, but also to be carried out at home. Parental involvement in developing students' disciplinary character is very necessary so that school programs in developing disciplinary character can run as expected. To provide knowledge to parents regarding discipline character education at home, schools hold classes parenting which is held regularly every Tuesday. It is hoped that this activity will be able to motivate parents to carry out character education at home so that the rules and good habits carried out by students are not only implemented at school but also implemented at home so that these habits become character traits that are ingrained in the students. In line with this, [Nurdin & Sauri \(2019\)](#) stated that collaboration between parents and schools is an important program that needs to be carried out so that the formation of students' disciplinary character can be carried out well.

Apart from providing counseling to students and parents, teachers are also given supplies from the school to be able to develop students' disciplined character. The method used in this case is discussion. The briefing was carried out by inviting resource persons from various parties. The provision that has been carried out includes bringing in psychologists and facilitators from the education service to discuss positive culture or positive discipline. This is done so that teachers have an understanding of positive discipline and are able to apply it in learning activities. It is hoped that the positive discipline implemented can become a positive culture so that students have their own awareness to behave in a disciplined manner. In line with this, [Andayani & Majid \(2012\)](#) stated that the ability to integrate character values in the learning process is closely related to educators' understanding of character education, this can be fulfilled by socialization carried out with teachers.

Habituation activities

Habituation activities are carried out through habituation programs at school and in the classroom. Habituation programs in schools that support the development of students' disciplined character include the practice of worship, morning activity, flag ceremony, market day, orderly ablutions, queuing culture and extracurricular activities. The methods used in habituation activities are advice, discussion, lectures and demonstrations. The techniques used in habituation activities are recommendations, assignments, supervision and punishment.

In its implementation, the practice of worship is carried out by requiring students to perform dhuha prayers, fardhu prayers, learn to read and memorize the Al-Qur'an. Morning activities or morning activities carried out by checking students' neatness before entering class, reading the school pledge, Pancasila, singing the national obligatory song, carrying out dhuha prayers, praying and dhikr. This activity is carried out consistently every day so that students get used to doing it and it becomes a good value that is ingrained in them. In this regard, [Faturrohman \(2013\)](#) stated that by getting students used to doing positive activities that are carried out repeatedly and continuously, students will get used to implementing good habits so that they become their own character.

Another activity carried out to develop students' disciplined character is to carry out market day. The method used in this activity is demonstration. Students are trained to have discipline in entrepreneurship through their role as traders. Activity market day carried out once a month by certain classes based on a predetermined schedule. Market day is an entrepreneurial activity carried out by

students. The technique used in this activity is giving assignments. Students are given assignments to make certain foods or works of art that will be sold. In its implementation, students must prepare the products they will sell and tidy up the place to sell. Students who want to buy must be orderly. After activities market day When finished, students must tidy up and clean the place they used again.

Then every Monday students are required to take part in the flag ceremony. During the ceremony, students practice being orderly in participating in each series of activities and must be neat in their clothes. In this way, students can apply the value of discipline within themselves. In this regard, Mas'udi (2000) stated that one form of discipline in students is by carrying out a flag ceremony.

Apart from the activities above, the habituation program carried out to develop students' disciplined character is orderly ablutions and orderly queuing. In the ablution orderly program, apart from supervision from the teacher, there is a reading of the ablution rules posted on the wall of the students' ablution area so that it can be a reminder for students to always perform ablutions in an orderly manner whether there is a teacher or not. In implementing the queuing culture program in the canteen, the method used is the lecture method. The teacher explains the culture of orderly queuing to students so that students understand that they have to queue when they want to buy food in the canteen. The technique used in this program is supervision. Students are supervised by school security guards while the program is in its pilot phase. This program is planned and implemented every day with the hope that students will get used to queuing both within the school environment and outside the school in the community.

Another program in an effort to develop students' disciplined character is extracurricular activities. It is hoped that the existence of extracurricular activities that all students must participate in can facilitate their interests and talents so that they can develop students' skills and discipline. The school provides various extracurricular options that students can take part in, including scouting, basketball, futsal, dancing, coding, tahfidz, English club, martial arts, painting and archery. Extracurricular activities can be a means of instilling character values in students, one of which is the character of discipline, especially in extracurricular scouts. This is in line with Faturrahman's (2013) statement which states that the implementation of character education can be carried out through three activities, namely teaching and learning activities, routine school programs and extracurricular activities.

Habituation activities carried out to develop students' disciplined character in the classroom are carried out by praying before learning begins, making a class agreement which will become class rules made by students with the guidance of the teacher and implementing character-based learning. The method used in familiarization activities in the classroom is a discussion method regarding class agreements which will be used as class rules. The techniques used are supervision and punishment.

In an effort to foster students' disciplined character in the classroom, Lickona (1991) states that the first thing that can be done to involve students to be responsible for behaving disciplined in the classroom is to setting-an makes cooperative rules. The class agreement at Al-Kautsar Integrated Islamic Elementary School, Cikarang Pusat District, Bekasi Regency contains rules that must be obeyed by students, including students having to enter class on time, throw rubbish in the right place, be orderly when studying, give permission to the teacher when they want to leave the classroom, speak politely, get used to queuing, keep the classroom clean and bring books according to schedule. Class agreements are made to control student behavior so that students have self-control in doing things. These class rules are made at the beginning of the semester. All class members discuss the rules that

will be set and the punishments that must be carried out if they are violated, in this case the teacher gives students the opportunity to express their opinions. A class agreement made involving students will make students feel they own the rules and are encouraged to obey them. This is in line with Lickona's (1991) statement which states that involving students in making class rules will make students have a sense of belonging and obey class rules.

In developing students' disciplined character in the classroom, teachers always insert the value of disciplined character in the learning process. Students are accustomed to being orderly during the learning process. Apart from making class agreements, so that students are orderly in learning, teachers prepare learning tools which will serve as guidelines for teachers in carrying out the learning process. By creating learning tools, teachers can prepare teaching materials, learning methods and strategies that will be conveyed to students so that teachers can condition the class well. In this case, Yahya (2010) states that the integration of character education in the learning process can be carried out in teaching materials, learning approaches and methods, as well as the evaluation models developed.

So that students can understand the character of discipline, teachers insert disciplinary material in each subject. Learning materials relating to disciplinary character need to be developed and aligned with the context of everyday life so that disciplinary character not only touches the cognitive realm, but students can apply it in everyday life. This is in line with Khoiri's (2022) statement which states that the application of character values can be implemented by integrating character values into the learning process by incorporating character values into the learning material. In Civics and Natural Sciences (Natural and Social Sciences) subjects, the character of discipline is taught directly through material on norms and human relationships with their environment where each individual must comply with all the regulations in the environment where he lives. In other lessons, the character of discipline is conveyed through advice regarding discipline, then in the learning process it must be orderly, must comply with the agreements that have been made and show videos that children can emulate. Discipline material taught includes time discipline, discipline in dressing, discipline in obeying class rules, school rules, family rules and regulations in the community.

Exemplary

One way to develop disciplined character at the Al-Kautsar Integrated Islamic Elementary School is to make teachers role models for students. Before teaching students to be disciplined, teachers must show a disciplined attitude first so that students imitate the discipline carried out by the teacher. In line with this, Marimba (2001) states that one of the strategies that can be used in character education is by providing examples. In setting an example, teachers at Al-Kautsar Integrated Islamic Elementary School, Central Cikarang District, Bekasi Regency are required to arrive at 06.30 WIB. At 06.45 WIB teachers will line up on the field (back gate) and at the front gate to welcome students. In this way, students will be encouraged to come on time. Guidance through example can be done by giving direct examples by teachers to students with disciplined attitudes and behavior. Apart from that, role modeling can be implemented through the method of telling exemplary stories so that students are motivated to carry out discipline like the characters told. The emotional connection that students feel towards the story being told will provide opportunities for students to imitate characters who behave well and try to abandon the behavior of characters who have bad morals (Lubis, 2020).

The technique used can be in the form of questions and answers so that teachers can find out to what extent students understand the discipline being taught and can apply it in everyday life.

Punishment

In developing students' disciplinary character, apart from making rules that must be implemented by students, there are punishments that must be carried out when students violate the rules. In this case, [Marimba \(2001\)](#) states that punishment is an action given to students when they make mistakes and violate applicable rules so that the student does not repeat the same mistake and other students do not imitate previous mistakes. The method used in giving punishment is advice. The technique used is by giving advice directly to students and giving assignments. In this regard, [Marimba \(2001\)](#) states that the punishment given to students does not have to be physical punishment, but can be replaced by giving assignments that must be carried out by the student. In implementing class rules, when students violate the rules that have been set, the teacher will reprimand and the students will carry out the punishment according to the agreement. One of the punishments that must be carried out by students when they arrive late is to increase the student's study time so that this can reduce the student's rest time. If students do not do the assignments given by the teacher, students will get additional assignments that students must do. In dealing with students who violate the rules, there are three stages carried out. First, students will be handled by the teacher if the violation is minor and can still be handled by the teacher. When reprimands and punishments from teachers are not enough to make students learn from mistakes, then students will be handled by a BK (Guidance Counseling) teacher to receive further guidance. If it has been handled by the BK (Guidance Counseling) teacher but the student still violates it, then the student will be handled by the school principal and the school will communicate with parents to convey the problems that occur in order to get the best solution for the student.

Apart from planning and implementing character development, the Al-Kautsar Integrated Islamic Elementary School, Central Cikarang District, Bekasi Regency is carrying out evaluation activities to see the extent of the success of the program that has been implemented. According to [Mulyasa \(2011\)](#) there are several steps that can be taken to develop character, one of which is by evaluating the program. Evaluation of school programs is carried out by holding circle time where teachers and students discuss to convey the problems being faced by students and then look for solutions together. Apart from that, teaching and education staff hold weekly meetings to discuss ongoing programs and obstacles or problems faced in the classroom or in the school environment. In carrying out a disciplined character development program, program evaluation is carried out within a certain period of time. The program will be implemented in the first three months, if it is successful then the program will continue for 6 months, 9 months, and so on. If within a certain period of time it has not been successful or is not effective, then the school holds a management meeting to find a solution to correct the obstacles or problems that occur. In line with this, [Faturroman \(2013\)](#) stated that evaluation activities were carried out to see the obstacles that occurred in the implementation of the character education program and identify existing problems to find comprehensive solutions so that the character education program achieved its goals.

To assess the extent of success of the school program in developing students' disciplined character so that it becomes an inherent character, the teacher makes a character education report which is reported at the end of the semester. Assessments are carried out to determine the development of students' disciplinary character which includes the achievement of attitudes or behavior that have a disciplinary character. In line with this, Mulyasa (2011) stated that character education evaluation can be carried out by evaluating the overall development of students' character which is reported at the end of the semester through report cards.

Apart from creating various disciplinary character development programs that must be carried out by students, schools provide infrastructure that supports the sustainability of these programs. Nasution, et al. (2023) stated that several facilities in schools that support character education include worship facilities, places to find lost items, honesty canteens, school rules, attendance records, motivational words, communication and information media, libraries and hygiene facilities. In this case, the Al-Kautsar Integrated Islamic Elementary School, Central Cikarang District, Bekasi Regency has a fairly large hall which can be used to carry out various activities such as socialization, activities parenting, literacy movements and other activities. To ensure orderliness for students in performing ablution, the school has provided ablution places in the prayer room and at several points so that students do not have to fight when they want to perform ablution. Apart from that, there is a prayer room that is large enough for students to pray together. At each ablution place, ablution rules have been installed so that they can serve as a reminder for students to always be orderly during ablution. To carry out the flag ceremony, the field and equipment for the ceremony are well available. Then in each room a television and loudspeakers are provided which can be used as learning media for students. To ensure orderliness for students in visiting and borrowing books in the library, the school has provided library staff and there are library rules and regulations on display. In each class, cleaning tools, shoe racks and trash cans are provided so that students can easily maintain the cleanliness and tidiness of the classroom.

Conclusion

The implementation of developing students' disciplined character at the Al-Kautsar Integrated Islamic Elementary School, Central Cikarang District, Bekasi Regency has been going well. There are more disciplined students than undisciplined students. This can be seen from the students who obey the rules or regulations more than the students who violate them. Habitual activities carried out to develop students' disciplined character include carrying out a flag ceremony every Monday, morning activity, perform dhuha prayers together, pray and make dhikr together, carry out fardhu prayers in congregation, familiarize students with orderly ablutions, queue when buying food in the school canteen, and familiarize students with throwing away rubbish in the right place and taking part in extracurricular activities according to a predetermined schedule. The strategies used to develop students' disciplinary character are: (1) through socialization activities related to existing regulations at school, (2) fostering discipline through habituation activities, (3) providing examples to students, (4) giving punishment or sanctions to students who violate school regulations.

Based on the conclusion above, this research will provide implications for various parties in efforts to develop students' disciplinary character, especially for schools and researchers who will develop theories regarding the development of disciplinary character in students. The research

provides an overview of efforts to discipline students through programs that have been planned, then implemented and then evaluated so that schools can use them as a reference. In developing patterns for developing students' disciplined character in the classroom, teachers can involve students in creating rules so that students are more responsible in carrying out the rules that have been made. The coaching process and approach techniques used by schools can be emulated by parents in the process of developing disciplined character for children by using habituation or habituation strategies.

Disclosure statement

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