



Cultivating Discipline in Civic Education Core Activities in Elementary Schools

Rika Candra Widiastuti and Sutama^(✉)

Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta,
Indonesia
sutama@ums.ac.id

Abstract. This study aims to describe: 1) disciplinary concept development activities, 2) group exercise activities, and 3) independent exercise activities. The research used a qualitative approach that refers to ethnographic designs that align with the research objectives. This research was conducted at SD Unggulan Stiba Azkiyaa in Toriyo Village, Bendosari District, Sukoharjo Regency, Central Java, one day in thematic learning, especially civic education. The researchers collected data through observation, interviews, and documentation. Source and time triangulation was used to validate the data. The inductive methodology is applied in the data analysis. This study has three conclusions: 1) By helping students understand ideas, the concept of discipline is elaborated; 2) The discipline of group exercise is described; 3) The discipline of independent exercise is performed.

Keywords: Cultivating · Discipline · Civic Education

1 Introduction

Character education needs to be strengthened because the younger generation is increasingly experiencing moral and character degradation. The reason is, so far, education is more concerned with intellectual or cognitive qualities. Character education can stop moral depravity from happening [1]. The fact is that most of the country's future generations have experienced a moral decline. Various violations and crimes in the country mark this moral decline. This negative behavior in society shows the nation's destruction, such as a lack of courage to express opinions, bullying, theft, abusive language, and loss of respect for elders [2]. With so many actions, character strengthening is needed to be carried out together with a learning process in schools. The character referred to can be seen as the innate heart, soul, personality, personality behavior, character, and nature, emphasizing the value of virtue in actions or deeds [3].

The expected character is a noble character that can be developed for students. Character strengthening is needed to build the younger generation's attitude early so that strengthening the instilled character can become a habit for an individual [4]. Based on this description, the character that is the focus of this study is the students' disciplined attitude during the learning process.

The development of student character qualities is a critical component of academic assignments. The word “character” comes from the Greek word “*charassian*,” which means “to mark” or “to focus on how to apply an excellent ideal in the form of action or behavior.” If someone exhibits terrible behavior, such as greed, lies, corruption, anger, or arbitrariness, they have bad character. Conversely, a person has a noble character if his behavior follows laws and moral norms [5]. Teachers must instill a sense of self-discipline in their students to succeed in character education. A display of disciplinary behavior that complies with various laws and regulations is called discipline. Exercises that compel people to do something or behave a certain way even though they are naturally lazy are known as exercises of self-discipline. Hence, self-control is giving in to overcoming the primary desires. Self-control is often used to describe self-discipline [6]. One of the most amazing human traits is discipline. Students’ discipline is a form of obedience to rules and regulations, and obedience is emphasized through self-awareness rather than coercion [5].

Children persistently lack self-control and a sense of responsibility at school. They do not do their homework, scribble on the bench, and disrespect their teachers. These are the building blocks in which the personality and character of students are developed. Without discipline, children cannot have acceptable and unacceptable standards of behavior. Even so, it must be admitted that discipline itself cannot guarantee the goal of living well because it can kill one’s creativity and initiative. They will only follow orders in the end [7].

Students’ ability to succeed academically is discipline. Discipline is essential at school to meet learning goals and expectations [8]. It takes many parties to instill disciplinary behavior in schools because its success can only be achieved with good cooperation. Students must acquire and internalize discipline through teaching. It follows the belief that the level of success in implementing perfect discipline through various parties determines the success or failure of schools in upholding disciplinary character [9].

Classroom management must be a top priority for instructors and schools to maximize students’ discipline development. By creating classroom norms that both students and teachers are comfortable with, teachers can encourage stronger bonds with their students. The teacher must enter into this agreement at the beginning of class. To create justice and change for undisciplined students, these regulations must be balanced with punishments implemented to educate undisciplined students and not just a formality. Although there is a good relationship with the children, the teacher’s rebuke will raise awareness. In addition, it is ideal for instructors who serve as role models to set an example [10]. Students’ learning discipline is the secret to creating a supportive and ideal learning environment. Ideally, learning participants in class pay close attention to their learning [11].

According to Budiyanto and Machali (2015), discipline is needed to stop destruction from occurring. Living a disciplined life will pay off. The act of watching where a child goes can be compared to disciplining. We must hold the child’s arm or issue a warning if he turns wrong or falls into a ditch. Discipline has an essential role in guiding human life to achieve goals. Therefore, it must be instilled in children early [12].

Primary education occurs in elementary schools, which is the basis for further educational processes. Elementary school students study various disciplines that they must

master. As required by Pancasila and the 1945 Constitution, one of these disciplines is civic education. This discipline focuses on fostering citizens who understand and carry out their rights and obligations to become Indonesian citizens with knowledge, skills, and character (Depdiknas, 2006: 49) [13].

The contemporary globalization period is marked by apprehensive moral degradation, starting from riots, fights, and other violent crimes. It shows a shift towards ambiguity about the character and identity of the nation. This is where the importance of civic education is the basic foundation of students in elementary schools for future generations [14]. The goals of civic education can be achieved so that students can learn and internalize the material and receive morally and ethically motivated teaching [15]. Civic education focuses on applying the principles of educational and teaching activities, so it functions as a medium for developing the skills, behavior, and character of democratic and accountable citizens [15].

2 Method

The research used a qualitative approach that refers to ethnographic designs that align with the research objectives. Understanding this ethnographic culture is very important. Ethnographic researchers mainly spend time interviewing and gathering information about groups to understand the culture developed [16]. This research was conducted at SD Unggulan Stiba Azkiyaa in Toriyo Village, Bendosari District, Sukoharjo Regency, Central Java, one day in thematic learning, especially civic education. The subjects were class teachers and five male and nine female fourth-grade students at SD Unggulan Stiba Azkiyaa.

The researchers collected data through observation, interviews, and documentation. Observation is a crucial research approach for understanding and increasing knowledge about the phenomenon being studied [17]. Observations in qualitative research are carried out directly in the field to observe the behavior and activities to be studied. Researchers can participate directly in data collection or remain as observers [17]. In-depth interviews are used in qualitative research. Face-to-face interviews between interviewers and informants, with or without rules, are a way for in-depth interviews to collect data for research purposes [18]. Documentation collects data and information through reports, books, documents, writing, numbers, and photos that might support learning [17].

In this study, the triangulation method was used to assess the correctness of the data, especially the method popularized by Denzin. The triangulation technique verifies data accuracy by using sources other than the data for verification or comparison with the original data [19]. Triangulation of three methods is a research methodology that uses data sources, methods, and theories [19]. The inductive methodology is applied in the data analysis technique of this research. Although there may be qualitative data in numbers explained verbally, this inductive approach is used to analyze the data obtained, specifically qualitative data or data that is not in the form of numbers [20].

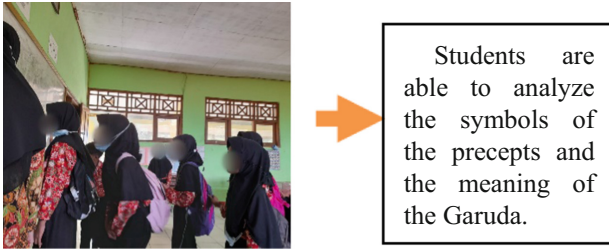


Fig. 1. Discipline Concept Development Activity

3 Result and Discussion

Cultivating discipline in the civic education process requires a proper method of positively contributing to students' behavior in everyday learning. The following are the focus of the discussion in this study: 1) disciplinary concept development activities, 2) describing group exercise activities, and 3) analyzing independent exercise activities. The three focuses of discussions are described briefly.

3.1 Discipline Concept Development Activity

Problem-solving in developing the civic education concept in SD Unggulan Siba Azkiyaa is applied through problem-based questions. Based on the analysis, students can work on the questions the teacher gives on time.

Based on Fig. 1, the teacher gives a picture of the Garuda. Students analyzed the symbol of the precepts and the meaning of the Garuda. The teacher gave rules and time limits for working on these questions. Students worked on questions promptly and carried out the rules for answering questions previously explained by the teacher. Indirectly, students are following indicators of discipline. After finishing the work, the students wrote down the answers on the blackboard according to the rules.

Elementary school teachers seek to enrich problem-based learning strategies and project-based learning that involve students' active roles in these activities. In addition, the teacher also develops assignments through student worksheets where previously the teacher explains the rules for doing the assignment and gives a submission deadline. From here, students are taught about discipline in learning.

3.2 Describing Group Exercise Activity

Cultivating discipline in group exercises at the core of civics learning in fourth grade refers to how each group analyzes problems with its group members.

Figure 2 shows the implementation of civic education in-class group exercise activities with discipline material in schools. The teacher divided students into three groups. Each group was given a question in the form of a reading. The task was to find the form of discipline in the reading. The teacher gave a time limit to work on the problem. After the time was up, each group came forward and read the stories given by the teacher. After reading, the students explained what forms of discipline exist in the reading questions.

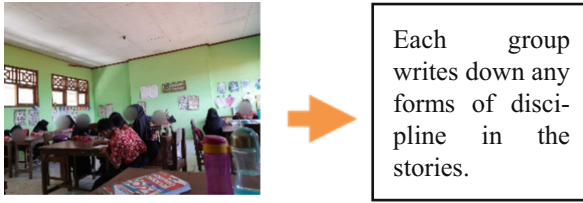


Fig. 2. Group Exercise

Furthermore, the elementary school teachers stated that to cultivate discipline in the core activities in civic education for students, they enrich the strategy of problem-based learning/group work and project-based learning/independent work, which involved disciplinary concepts that emerged in everyday life. Elementary school teachers also practiced selecting, creating, and modifying everyday problems that could be used in classroom learning for assessment. Students are more actively engaged in their learning and conversations when participating in group exercises, which can help them develop respect for other people’s ideas and the ability to help each other achieve goals [21].

3.3 Analyzing Independent Practice Activities

Cultivating discipline in independent practice at the core of fourth-grade civics learning refers to how students analyze problems independently according to their abilities. Independent exercise is a task carried out by actively involving students to allow them to make their questions and provide their answers [10]. Independent practice activities begin by giving questions and examples of answers. It is still feasible for teachers to play an influential role in independent learning, such as interacting with students, finding resources, assessing results, and offering original ideas [20]. There must be a method for self-study, especially a serious attitude and thought and serious and active work performance [22].

Figure 3 shows the implementation of civic education in independent exercise with disciplinary material in schools. The teacher asked students to write down any examples of discipline at school. First, the teacher explained the discipline itself and gave examples of the disciplines we usually encounter daily. Next, students were asked to write examples of discipline in the school environment. The teacher checked students’ answers several times. Students were randomly asked to read their answers and enthusiastically conveyed their answers. The teacher listened to the students’ answers and provided a



Fig. 3. Independent Exercise

re-understanding of discipline. Independent training has the benefit of bringing up the initiative or internal encouragement and being able to set goals [23].

Acknowledgment. The authors would like to thank several people for this delightful opportunity. The authors appreciate the support of the supervising professors in conducting our research. The authors also thank the principal and teachers of SD Unggulan Siba Azkiyaa for their assistance in this research and for ensuring that everything went according to plan. The author thanks Universitas Muhammadiyah Surakarta for funding the publication and supporting the publishing procedure.

Authors' Contribution. The first author contributed to finding data and writing a draft of the article. The second author contributed to reviewing and revising the draft research article.

References

1. Komara, E. (2018). Penguatan Pendidikan Karakter dan Pembelajaran Abad 21. SIPATAHOENAN: South-East Asian Journal for Youth, Sports & Health Education, 4(1), 1–10. www.journals.mindamas.com/index.php/sipatahoenan
2. Dalyono, B., & Enny Dwi Lestariningsih. (2017). Implementasi Penguatan Pendidikan Karakter di Sekolah. Bangun Rekaprima, 3(3), 33–42.
3. Dasar, D. I. S. (2018). Manajemen Program Penguatan Pendidikan Karakter. 1 (September), 302–312.
4. Nurabadi, A. (2018). Implementasi Program Penguatan Pendidikan. 1, 238–244.
5. Hendayani, M. (2019). Problematika Pengembangan Karakter Peserta Didik di Era 4.0. Jurnal Penelitian Pendidikan Islam, 7(2), 183. <https://doi.org/10.36667/jppi.v7i2.368>
6. Sudrajat, A. (2011). Mengapa Pendidikan Karakter? Jurnal Pendidikan Karakter, 1(1), 47–58. <https://doi.org/10.21831/jpk.v1i1.1316>
7. Syahroni, S. (2017). Peranan Orang Tua dan Sekolah dalam Pengembangan Karakter Anak Didik. Intelektualita, 6(1), 13. <https://doi.org/10.19109/intelektualita.v6i1.1298>
8. Utami, S. W. (2019). Penerapan Pendidikan Karakter Melalui Kegiatan Kedisiplinan Siswa. Jurnal Pendidikan (Teori dan Praktik), 4(1), 63. <https://doi.org/10.26740/jp.v4n1.p63-66>
9. Wirantasa, U. (2017). Pengaruh Kedisiplinan Siswa terhadap Prestasi Belajar Matematika. Formatif: Jurnal Ilmiah Pendidikan MIPA, 7(1), 83–95. <https://doi.org/10.30998/formatif.v7i1.1272>
10. Sari, B. P., & Hadijah, H. S. (2017). Meningkatkan Disiplin Belajar Siswa melalui Manajemen Kelas. Jurnal Pendidikan Manajemen Perkantoran, 2(2), 122. <https://doi.org/10.17509/jpm.v2i2.8113>
11. Handayani, E. S., & Subakti, H. (2020). Pengaruh Disiplin Belajar terhadap Hasil Belajar Bahasa Indonesia di Sekolah Dasar. Jurnal Basicedu, 5(1), 151–164. <https://doi.org/10.31004/basicedu.v5i1.633>
12. Murnasih. (2013). РазвитиеРельефа Переходных Зон Горных Стран В Кайнозойе No Title. Journal of Chemical Information and Modeling, 53(9), 1689–1699.
13. Elsa palar, D. (2018). Jurnal PPKn :Upaya Guru dalam Meningkatkan Kedisiplinan Siswa pada Pembelajaran PKN di SMA Negeri 1 Tompasso. Jurnal PPKn, 3(2), 1–6.
14. Sukadari, S., Suyata, S., & Kuntoro, S. A. (2015). Penelitian Etnografi tentang Budaya Sekolah dalam Pendidikan Karakter di Sekolah Dasar. Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi, 3(1), 58–68. <https://doi.org/10.21831/jppfa.v3i1.7812>

15. Sugiyono. (2003). Metode Penelitian Pendekatan Kuantitatif Kualitatif. 37–52.
16. Mardawani, M., Fusnika, F., & Hartini, A. (2020). Pelatihan Pembelajaran Daring Google Classroom bagi Guru di SMP Negeri 6 Sintang. *JURNAL PEKAN : Jurnal Pendidikan Kewarganegaraan*, 5(2), 148–156. <https://doi.org/10.31932/jpk.v5i2.935>
17. Alfansyur, A., & Mariyani. (2020). Seni Mengelola Data: Penerapan Triangulasi Teknik, Sumber, dan Waktu pada Penelitian Pendidikan Sosial. *Jurnal Kajian, Penelitian Dan Pengembangan Pendidikan Sejarah*, 5(2), 146–150.
18. Yestiani, D. K., & Zahwa, N. (2020). Peran Guru dalam Pembelajaran pada Siswa Sekolah Dasar. *Fondatia*, 4(1), 41–47. <https://doi.org/10.36088/fondatia.v4i1.515>
19. Achmadi, A. (2017). Manfaat kerjasama dalam kelompok saat bermain. *Journal Of Early Childhood and Inclusive Education*, 1, 64–73.
20. Jagad Aditya Dewantara, T. H. N. (2021). Peningkatan Keaktifan Belajar Melalui Penerapan Model Picture And Picture Dalam. 11.
21. Wahyuningsih, W. S. (2019). Penerapan Metode Latihan Mandiri Untuk Meningkatkan Hasil Belajar Matematika pada Siswa SMP Negeri 1 Kayangan. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 5(2), 149.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

