



Disciplined Character Education to Realize Independent Learners at Elementary School

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Abstract. Education has a big role in shaping the character of the Indonesian nation. Education not only transforms knowledge, but also has a role in shaping the character of the nation. In other words, education should form intelligent and characterful people, so that it will create a nation that excels in achievement and politely interacts in accordance with the noble values of the nation. This study aims to describe the implementation of disciplinary character education according to the profile of Pancasila students and to find out the obstacles faced by teachers in applying disciplined characters to students at SDN Wonorejo, Polokarto District, Sukoharjo Regency. The research method used in this study was qualitative with the research subjects being teachers and participants. fifth grade students at SDN Wonorejo, Polokarto District, Sukoharjo Regency. Data collection techniques through interviews, observation and documentation. Implementation of disciplinary character education at SDN Wonorejo through religious activities at school; nationalism development; independence development; disciplinary development; reading habit; an attitude of appreciating achievement; environmental care. Meanwhile, the obstacles faced are the different backgrounds of students as obstacles, and students' awareness is still lacking in terms of complying with school regulations.

Keywords: implementation, character, discipline, independent, elementary school

1 Introduction

The importance of character education has an impact on the potential of children to become someone who has good behavior. Because education is a determinant of the country's future success, it is the most significant factor and a top priority that demands careful attention from all parties. In order to achieve the realization of a nation that is autonomous, superior, and prepared to face the world of globalization, the government and the community continue to work toward the development of education. There are many issues in the field of education today, such as the issue of pupils' declining moral character. This shows that the current generation of young people's character has started

to decline and that this issue is not being fully addressed. By implementing character education, these incidents can be reduced. among the things is

The results of observations, interviews, and documentation that have been carried out show that Class V students at SDN Wonorejo have a commitment to building a culture of disciplined and independent character. SDN Wonorejo seeks to develop disciplined and independent all students at the school participate in habit-forming exercises to develop their character. This is seen in kids' daily lives from the time they arrive at school until they leave for home. Examples include handshake activities with the teacher, lining up neatly before class, praying before and after teaching and learning activities, greeting, picketing class, throwing trash in its proper place, getting used to not cheating, and paying respects at the start of each lesson. In addition, there are still some implementation dynamics for education that need to be further explored by researchers. By putting in place a focused, motivated, independent, and disciplined character education program that helps the school fulfill its vision and goal. Based on the findings of these observations, scientists.

According to Suchyadi, teachers must be able to blend the numerous skills and capabilities of each student in order to effectively teach the many characters of children with diverse requirements [1].

According to Megawangi in Kesuma, character education is a deliberate effort made to enable children or students to learn how to make wise decisions and then put them into practice in daily life so that they (children or participants students) can make a more positive contribution to the environment [2]. Parenting patterns are behaviors that are typically practiced by mothers and fathers and applied to children to aid in their growth. Children can get a variety of parenting techniques, but it is wise to match the parenting techniques they receive to their age and developmental stage.

According to Aqib, character education must be able to cultivate a habit in each youngster regarding anything they would decide to accomplish. This also covers how kids can decide whether or not something is excellent [3].

Meanwhile, Samani also expressed his opinion that character piercing can be interpreted that we can provide a demand for all children and students so that they can become fully human beings who also have good character in several dimensions such as the dimensions of the heart, body, mind, taste and intention [4].

Aqib argues that the essence of character education is to have a goal of forming a healthy, strong competitive attitude, and having noble character, being respectful, having good morals, willing to work together, being national, moving and oriented towards science and technology, which is inspired by faith and piety to God. YME based on country Guidelines.

Amri contends that character education exists because the quality and outcomes of education in every school always result in the development of noble character in an ideal and balanced way [5]. According to this idea, Barnawi argued that character education's goal is to develop individuals who are both knowledgeable and morally upright. The figure is anticipated to remain true to the original Indonesian culture as an embodiment of the country and to be rich in religious (religious) content [6].

This study aims to describe the implementation of disciplinary character education according to the profile of Pancasila students and to find out the obstacles faced by

teachers in applying disciplined characters to students at SDN Wonorejo, Polokarto District, Sukoharjo Regency.

The implementation of Pancasila must be firmly held so that the understanding of Pancasila does not fade in the future [7]. To achieve kids with disciplined and autonomous character, implementation will demand the best possible partnership among educators. The government has so far started to create and put into practice values that help people build a disciplined and autonomous character by allowing educational institutions to select their own priority values to fulfill the school's vision and goal.

2 Methodology

2.1 Design

This study is qualitative in nature. Researchers utilize the descriptive qualitative research approach to discover knowledge or study theories at a specific period. This study used a qualitative descriptive approach as its methodology. [8].

2.2 Research Participant

The population in this study were all fifth grade elementary school students in SDN Wonorejo. The participant of this study was students from several schools representing various sub-districts in this area, which were taken randomly. The participants of this study were students, head master and teachers.

2.3 Research Instrument

The instruments used in this study were interview sheets and documents. Aspects in the interview included the application of student discipline according to the profile of Pancasila students, the obstacles faced, and the school culture.

2.4 Data Collection Technique

Data collection techniques used were distributing questionnaires, interviews, and analyzing documents. Students have distributed questionnaires related to their problems in reading comprehension. This questionnaire is in the form of a printout to make it easier for participants who are still in grade V elementary school, headmaster n teachers.

2.5 Data Analysis Technique

Given that the problems to be investigated are ongoing, a descriptive technique is employed in this study to analyze the phenomena that arise throughout the data processing, which is in line with Miles and Huberman's definition of qualitative analysis.

Data reduction, data display, conclusion, and verification are the processes that are involved in conducting data analysis [9].

Miles & Hubberman's stages include: 1. Data collection in the data collection process can also be carried out at the same time as data analysis. The data is everything that is seen, heard and observed. The data obtained is not the final data that can be directly analyzed to draw a final conclusion. 2. Data reduction at this stage takes place continuously in line with the implementation of the research. Intended to further sharpen, classify, direct, remove unnecessary data and organize it. 3. Presentation of data is a set of structured information that gives the possibility of drawing conclusions and taking action. 4. Conclusion Drawing/Verification Based on the data that has been reduced and presented, the researcher makes conclusions that are supported by strong evidence at the data collection stage. Conclusions are answers to the formulation of problems and questions that have been expressed by researchers since the beginning.

The goal of this study methodology is to document, examine, and describe current and ongoing conditions in a variety of spoken languages. The researcher conducts three stages: the interview stage, the second stage of field observation, which involves watching children at school as they go about their daily business, and the third stage of documentation.

3 Results And Discussion

3.1 Result

From the results of interviews conducted by disciplinary character education so that students are independent through school culture at SDN Wonorejo, each layer of school culture, which is divided into two parts, the observable layer and the hidden layer or the unobservable layer, can be used to identify it. Values and beliefs that are layered. The character education curriculum at SDN Wonorejo, which focuses on the fundamentals of character development, can help students understand the layers of values and ideas that exist there: Religion in Schools, Nationalist Development, Independence Development, Discipline Development, Reading Habit Development, Achievement Appreciation Attitude, Environmental Care

Respondents answered "The forms of instilling discipline in schools include: performing Duha prayer, memorizing Murojjaah, literacy, Reading the Qur'an, lining up in front of the class before entering class, singing the national anthem, singing folk songs before entering class, doing the assigned tasks. teacher. The goal is to familiarize children with disciplined behavior in their families, schools, communities and their environment."

The implementation of this curriculum innovation is expected to have an impact on the quality of learning outcomes, the quality of key competencies, the quality of teachers, the acceleration of school digitization and the profile of Pancasila students. [10]

3.2 Discussion

1. Artifact Layer.

Physical embodiment

The SDN Wonorejo school's facilities and records serve as a physical representation of the school's culture. Waste sorting facilities are also provided by SDN Wonorejo. Garbage disposal facilities are split into two categories: those for organic and inorganic waste. Additionally, each class is equipped with brooms, mops, and dusters for cleaning. The source of the pure water is PDAM Pamsimas. There are additional amenities for reading books, classroom wall magazines, and school bulletin boards. In front of the classrooms of SDN Wonorejo, the school garden is orderly set up. A pole is also set up on the ceremonial field to raise the Red and White flag each day.

Behavior embodiment

At SDN Wonorejo, practical activities scheduled by the school are planned to embody behavior in school culture. These tasks are completed either as extracurricular activities after school hours or during productive learning times. Flag ceremonies, religious celebrations, extracurricular activities, self-reliance practices like washing their own lunch boxes, discipline drills, memorization of short letters and Yasin letters, singing the national anthem before classes, shaking hands, participating in daily class pickets, and learning regional material like Sundanese language are some of these activities..

It is possible to conclude that SDN Wonorejo plans character education methodically and according to a set of programs based on the findings of research on planning character education through school culture. The strategy takes the shape of a character education program with animate character values that is embedded into the school curriculum. Additionally, the program's buildings and infrastructure, as well as program socializing with school personnel and parents, are prepared.

Through activities that are purposefully created and built on the 7 basic character values, the features of the school culture at SDN Wonorejo are formed in relation to character education. The seven character values include nationalism, self-discipline, love of reading, respect for success, and environmental preservation. SDN Wonorejo, as an educational institution, adapts these character qualities to the requirements and cultural context of the school.

The existence of the implementation of school culture-based character education as an effort to form character values based on programs run by the education unit.[11]

1. Character education initiatives are being planned at SDN Wonorejo using the school's culture. At SDN Wonorejo, character education through school culture is essentially planned out in stages. These stages are described below:

- a. To establish the character values to be cultivated in the educational unit, a context study of the circumstances and potential of the school was conducted.
- b. Creating plans and programs in the form of curriculum and disciplinary policies for schools.
- c. Educating students, staff, parents, and teachers on policies.

d. Conditioning planning is done in relation to providing school facilities, setting an example by instructors, and fostering a welcoming learning environment. 2. Implementation of character education programs through school culture at SDN Wonorejo

According to Samani, a relevant and demanding academic program that appreciates all students and supports their success must be added to effective character education. [4]. Seven character traits are given priority in the SDN Wonorejo curriculum when it comes to building school culture. Several school programs, both those that are part of the curriculum and those that are simply used by school personnel, include the adoption of these character characteristics. Students who were previously quite active now behave differently and are more active. [12].

a. Implementation of Religious Values Through School Culture

Samani asserts, in accordance with Pancasila [4], that all values reinforced must be motivated by devotion and belief in the Almighty God. Student activities at school can be used to show how religious beliefs have evolved in SDN Wonorejo's school culture. The instructor always welcomes the pupils, and they also meet the principal and the picket teacher in front of the school gate. Students have been inadvertently taught to respect elders through this behaviour. Then, before to beginning the lesson, all pupils read Asmaul Husna and brief letters together.

Religious principles are incorporated into classroom curriculum as well. Students are taught to comprehend and put their religious knowledge into practice through religious learning activities. Students' religious convictions automatically get stronger, and they develop honorable character. Performing dhuha and dhuhur prayers in congregation each day as well as collecting infaq, which is done every Friday, are additional acts that demonstrate religious beliefs.. In addition, religious celebrations such as the Isra Mi'raj celebration were also held, the Eid al-Qurban celebration by slaughtering sacrificial animals, as well as the collection and distribution of zakat before the Eid al-Fitr.

b. Implementation of Nationalist Values Through School Culture at SDN Wonorejo

Nationalist values at SDN Wonorejo are formed through the habituation of programs that have been planned. One of the initiatives is a flag-raising ceremony on Mondays and federal holidays. Through the flag ceremony, kids learn about Pancasila and the 1945 Constitution as well as how to respect the state's symbol, the Red and White Flag. Additionally, SDN Wonorejo consistently remembers and honors national holidays. Additionally, singing "Indonesia Raya," the national anthem, helps to cultivate a sense of nationalism. According to the researchers' findings, all students sing the song "Indonesia Raya" every morning before learning activities start, and then all students and teachers salute the red and white flag that has been placed in front of the class. The habituation program seeks to teach pupils how to appreciate.

c. Implementation of Independent Values Through School Culture at SDN Wonorejo

According to Muslich, the development of values that promote humanization and liberty results in the value of independent character. By instilling the idea that every nation and person has the same potential and is the subject of life, it will prevent the tyranny of other people from being justified [13]. Through rules like requiring pupils to bring lunch and wash their own lunch boxes, SDN Wonorejo teaches children the concept of independence through observations and interviews with students. Every student must perform daily class pickets in addition to the requirement to bring supplies.

Each class's picket schedule is different. Students that get to picket must clean up the classroom and the books in front of the class when the lesson is over. The student has to tidy the classroom after school if they choose not to picket.

d. Implementation of Discipline Values Through School Culture at SDN Wonorejo

The Curriculum Center for the Ministry of National Education claims that the definition of discipline is an activity that demonstrates orderly behavior and is obedient to various laws and regulations. [14]. The importance of discipline is what motivates SDN Wonorejo to adopt other character values. The school culture established at SDN Wonorejo encourages students to abide by the rules, and through instruction, students will be further strengthened to understand the significance of the advantages of abiding by the regulations. To teach children time management skills, the school gates are locked 10 minutes before class begins. Additionally, there are certain coercive rules.

The rules will be broken once, and students will receive a warning for it. Students and teachers at SDN Wonorejo are extremely obedient to the dress code in addition to time discipline. The researcher never observed any teachers or kids breaking the clothing code during the observation.

e. Implementation of the Value of Love to Read Through School Culture

Center for the Curriculum of the Ministry of National Education

The virtue of a love of reading is the practice of setting aside time to read a variety of books that enhance his character. The literacy program was developed by SDN Wonorejo as a book reading initiative. When the observation was conducted, the researcher observed that every child was forced to read the books that had been provided in each class before instruction began. These books are actively sought for by students. However, in this task, students must also jot down key details from the reading materials they have already read.

f. Implementation of Values Appreciating Achievement Through School Culture at

From the observations that the researchers have done, the researchers see that each class has a certain study group. This study group was chosen heterogeneously, namely students who were smart and active in the learning process and students who still needed guidance. In this group, students who are smarter help their friends in the learning process and in doing assignments. In addition, SDN Wonorejo always facilitates students to take part in competitions.

g. Implementation of the Value of Caring for the Environment through School

The findings of SDN Wonorejo's observations show that this school is deeply concerned about the state of its surroundings. As is clear from the school's rules, which demand that pupils bring supplies, this is done to cut down on waste. Additionally, this school offers a sizable number of trash cans that have been divided into sections for organic and inorganic waste. Additionally, each class receives cleaning supplies that are enough and in good shape. The occupants of the school are very conscientious of environmental cleanliness, and there isn't any obvious trash lying around.

4 Conclusion

The values and beliefs layer and the artifact layer are basically where the discipline character education program at SDN Wonorejo is executed, with the goal of fostering student independence through school culture. Planning character education programs, carrying out character education programs, and assessing character education

The Pancasila student profile is intended to be realized through the new paradigm curriculum, which intends to promote the process of restructuring educational units to enhance student learning outcomes holistically in terms of both cognitive and non-cognitive (character) skills. [15].

To establish which character values the school will choose, including religious values, nationalism, independence, discipline, love of reading, respect for achievement, and care for the environment, SDN Wonorejo begins by assessing the many conditions and potentials that exist in the school. The creation of character education programs, along with planning materials that have been incorporated into the curriculum and lesson plans, socialization of character education programs to teachers, administrative staff, students, and parents of students; planning implementation conditions related to the provision of school facilities to support character education programs; providing examples by teachers; and also creating a comfortable and conducive learning environment are all part of the preparation process.

The implementation of character education programs through school culture at SDN Wonorejo is realized through the inculcation of character values in the artifact layer in the school culture, namely through the provision of facilities that can support various activities of school residents in programs that have been planned and are accustomed to in everyday life in the school. These programs are made to be able to mold students' character through experiences inside the school setting that have been created in a way that students have become used to the character values intended by the school both consciously and unconsciously.

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