Positive Discipline Enforcement Through Character Education Strengthening Activities (GADISPOS META PPK)

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Abstract

In the first semester of the 2023-2024 academic year, at SMP Negeri 3 Mojokerto, there was a phenomenon where many students arrived late. The number of students arriving late amounted to 35%, based on the data recapitulation of students arriving late to school at SMP Negeri 3 Mojokerto. Each month, a student can repeat being late 4-6 times. This data was obtained from the Guidance and Counseling teacher who compiled data on students arriving late starting from the beginning of the new academic year. To address the problem of students arriving late, discipline enforcement is necessary, which will be useful for school orderliness and for the students themselves. Based on this phenomenon, the author conducts this research with the following objectives: 1) to identify the factors causing students to arrive late to school, 2) to create a graph of the level of student lateness, 3) to address how to handle students who are frequently late. The policy adopted by the author as the School Principal to address this issue is to improve the system or rules by involving all relevant parties, namely the vice principal for student affairs, subject teachers, class teachers, guidance and counseling teachers, and the discipline team.

Keywords– *Student tardiness, Discipline enforcement, School policy*

1. Introduction

As the Principal, the author has found a situation where many students are violating school regulations, one of which is arriving late to school, at the beginning of the new academic year. At SMP Negeri 3, a rule has been established that the school bell rings at 6:45 a.m., and the school gates are closed by that time. Every student will learn many things at school, including discipline to adhere to school rules. SMP Negeri 3 Mojokerto has regulations in the form of school rules designed to guide students to behave in accordance with the applicable rules at the school. The school regulations enforce a school entry bell at 6:45 a.m., and if students arrive later than 6:45 a.m., they are considered to have engaged in deviant behavior by violating school rules. Students who arrive late provide various reasons, with the most common ones being oversleeping, waiting for someone to accompany them, distance from home, walking to school, flat bicycle tires, traffic congestion, and so on.

Arriving late is arriving not at the right time. Being late to school is often experienced by students, and it is almost certain that there will be students arriving late to school almost every day. Tardiness is deviant behavior that violates school regulations. Tardiness in students can be intentional or unintentional. There are many causes of students arriving late, both intentional and unintentional (Rizkita, & Saputra, 2020); (Kurniawan, & Rianto, 2021).

School regulations not only support school programs but also promote awareness and responsibility. Because this sense of responsibility is the core of character development in children, as school is responsible for developing the potential of children so they can fulfill their roles in life, both individually and as members of society. Discipline is very important for students, as it can enhance their character. With discipline, activities become organized and directed. Therefore, discipline needs to be nurtured, developed, and built so that students have a sense of responsibility in various aspects (Rohmah, Hidayat, & Nulhakim, 2021); (Shinta, Sobri, & Nurabadi, 2023).

To address student tardiness, the roles of parents, the community, and the school are crucial. The IGI NTT Writing Class (2019:115) suggests that "in

general, the role of parents towards school-going children is to be more attentive to their children's schooling, including ensuring that children arrive at school on time. Meanwhile, the school prepares binding rules for students to prevent tardiness, provides mental guidance to students, and shapes and strengthens their character. Meanwhile, the community supports the roles of parents and school rules by reminding tardy students on the way to school and reporting to the school and parents if they encounter or know of children skipping school hours."

Positive discipline

Discipline originates from the word "disciple," meaning someone who willingly follows a leader. Parents and teachers are leaders, and children are students who are heading towards a useful and happy life. Thus, discipline is a way for society to teach children morally acceptable behavior within the group, Hurlock (in Imam Musbikin, 2021).

Discipline determines the success or failure of a school's vision and mission, and on a broader scale, it determines the success or failure of the national education goals (Agustin Sukses Dakhi, 2020).

Positive discipline or gentle discipline, according to Ockwell and Smith (in Imam Setiawan), is discipline focused on learning (not punishment), having expectations in line with children's brain development, mutual respect between children and parents, patience, humility, always being mindful when anger is provoked, and not making the child the object of our anger. Positive discipline is about setting boundaries or rules and enforcing them with love and respect, about positive thinking and long-term parenting plans (Ismail, Suhana, & Zakiah, 2020); (Shinta, Sobri, & Nurabadi, 2023); (Purandina, & Winaya, 2020); (Indarwati, 2020).

School rules are actually made to ensure the order and comfort of students in pursuing knowledge at school. Because school is a place where school-age children are entitled to the best educational services to become individuals with noble personalities and morals for their bright future as the nation's next generation. Disciplining a child is not something instant that a child can do. But children need role models, children need habits that they receive from an early

age starting from the family, then the school environment, and finally the environment where they socialize, namely the community (Ayu Andriani, 2022).

Whatever form of punishment is given to students, it should be positive so that the results are also positive for the students. Because if punishment is based on negative things, it is not impossible to also result in negative things, a teacher's focus on negative behavior leads to an increase in students' negative behavior (Mamiq, 2012).

Character Education Strengthening (PPK)

The Government Regulation (Permendikbud No. 20 of 2018) on Character Education Strengthening, commonly abbreviated as PPK, represents a significant educational initiative aimed at fortifying the moral fiber of students. This movement places the responsibility squarely on educational institutions to foster character development through a holistic approach encompassing emotional, intellectual, and physical realms. It emphasizes the integration of heart, mind, and physical activities to cultivate well-rounded individuals who exhibit moral integrity, empathy, and resilience. Moreover, PPK underscores the importance of collaboration between educational institutions, families, and communities, recognizing the collective effort required to instill enduring values and virtues in the younger generation.

Central to the implementation of PPK is the National Mental Revolution Movement (GNRM), which seeks to catalyze a transformative shift in societal mindset and behavior. Embedded within this broader initiative, PPK operates as a vital component, channeling efforts towards nurturing individuals who not only excel academically but also demonstrate exemplary character traits. Educational units play a pivotal role in driving this movement forward, acting as catalysts for positive change within their respective spheres of influence. By fostering collaboration and synergy among stakeholders, including families and communities, PPK strives to create a conducive environment where character development thrives organically, permeating every aspect of students' lives.

In essence, PPK represents a paradigm shift in educational philosophy, moving beyond mere academic achievement to prioritize the holistic

development of students. By nurturing virtues such as integrity, empathy, and resilience, PPK aims to cultivate responsible citizens who contribute positively to society. Through its emphasis on collaboration and partnership, PPK not only strengthens the moral fabric of individual students but also fosters a culture of collective responsibility towards building a more virtuous and harmonious society.

The Pancasila values applied in character education, as stipulated in Government Regulation (Permendikbud No. 20 of 2018), are as follows:

a. Religious

The attitude of obediently practicing the teachings of one's religion, being tolerant towards the practices of other religions, and living harmoniously with followers of other faiths.

b. Honesty

The alignment between one's spoken words and their actions.

c. Tolerance

The attitude of mutual respect, honor, and acceptance of differences among individuals or groups in terms of beliefs, opinions, or convictions.

d. Discipline

Actions that shape behavior to organize everything systematically and in accordance with goals. It involves the concepts of self-control and self-regulation.

e. Hard Work

Having the enthusiasm and willingness, as well as the ability, to achieve personal targets considered slightly beyond one's own capabilities.

f. Creativity

An individual's ability to produce something new in the form of ideas or tangible works that have never existed before.

g. Independence

> The ability of an individual to manage oneself and not depend on others.

h. Democratic

> The way of thinking, behaving, and acting that values equal rights and obligations for oneself and others. The behavior is always open, sportsmanlike, peaceful, non-coercive, responsible, and respectful.

i. Curiosity

> A person's desire to continuously seek and explore new knowledge and information to expand their understanding.

j. Nationalism

> Nationalism can be interpreted as a drive to defend a nation and have a positive impact on national development. Love for the homeland.

k. Appreciation of Achievement

> Attitude and actions that involve utilizing abilities to the fullest in achieving goals, expressing gratitude for accomplishments, and appreciating the efforts, creations, and thoughts of others.

l. Friendly/Communicative

> Actions that demonstrate enjoyment in socializing, talking, and collaborating with others.

m. Love for Peace

> An attitude that makes others feel happy and secure in one's presence. This attitude brings about tranquility within oneself.

n. Love of Reading

> A pattern or habit of engaging in activities involving various readings, not just from one source, with the aim of acquiring information broadly and as one of the ways to acquire knowledge.

o. Environmental Concern

Attitudes and actions that constantly strive to prevent damage to the environment.

p. Social Responsibility

Attitudes and actions that always seek to provide assistance to others and the community in need.

q. Responsibility

Performing all tasks and obligations earnestly and being prepared to bear all risks for one's own actions.

The general purpose of character education is to build and develop the character of students across all pathways, types, and levels of education so that they can internalize and practice noble values according to religious teachings and the noble values of each tenet of Pancasila. Specifically, the aim is to develop the potential of students to have good hearts, minds, behaviors, self-confidence, pride in the nation and state, and love for fellow human beings (Maswardi, 2011).

Schools, as places of learning, not only teach various fields of knowledge to students but also educate and improve students' behaviors from less desirable ones to better ones. Therefore, it is hoped that students will have good character and achieve the goals of national education (Wisnu Aditya Kurniawan, 2018).

Character does not emerge or exist in someone spontaneously, but it is formed over time through changes in thinking and actions that reflect good values. Thus, character is a behavior that is shaped, developed, and realized in everyday life (Ujang, 2016).

2. Method

The method used by the author to "Uphold Positive Discipline Through Character Education Activities" is qualitative research. Bogdan and Taylor (in Zuchri Abdussamad, 2021) define qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from individuals and observable behaviors (Permatasari, Sugiaryo, & Sarafuddin,

2023); (Dole, 2021); (Pangestu, Putra, Wardani, & Wardhanu, 2023); (As' ari, 2022); (Sugiyah, 2023).

The data sources for this research are informants who are interviewed, including late students, parents of late students, teachers, and homeroom teachers. Additionally, data are also obtained from the list of students who arrive late every day. In this study, the author summarizes students who are late more than 3 times, focusing on the causes of lateness examined from internal and external factors causing students to arrive late at SMP Negeri 3 Mojokerto.

3. Result and Discussion

Patterns of student tardiness from the list of late students show varied arrival times to school. Some arrive just as the gate is closing, while others arrive around 5-10 minutes after the designated school time. Almost no students arrive late on Mondays.

Based on conversations and reasons written in the data on late students, the most common factor causing students to arrive late to school is internal, originating from the students themselves.

Handling of late students involves waiting inside the gate when it closes at precisely 06:45. Late students must wait at the gate, where the duty teacher records their names and reasons for being late. After filling out the lateness book, students are allowed to enter their respective classes. Subsequently, data on late students are compiled and calculated to determine the extent of their tardiness. For students who are late more than 3 times, counseling is conducted to identify the main causes of their frequent tardiness. After counseling, if tardiness persists, consultation services are provided by summoning parents through the guidance counselor and homeroom teacher, aiming to involve parents in motivating their children to improve their discipline.

As the School Principal, the author also conducts socialization and guidance sessions for students and all teachers to encourage participation and collaboration in improving student discipline to arrive at school on time or before the designated time of 06:45.

Table 1. Data of late arriving students

Month \ Class	VII	VIII	IX
August	54	76	110
September	37	49	73
October	39	39	65
November	25	30	50

During August, there were varying numbers of students in each class, with Class 9 having the highest number of students, followed by Class 8, and finally Class 7. This may reflect a pattern in student discipline, where classes with fewer students tend to exhibit better discipline. In September, although the number of students in each class decreased, the pattern remained consistent, with Class 9 having the highest number of students, followed by Class 8 and then Class 7. Similarly, in October, although there were fluctuations in the number of students in each class, the pattern of student discipline remained observable. However, in November, this pattern slightly shifted, with Class 8 having more students than Class 7, which may indicate a change in the level of discipline among these classes.

In analyzing the data above, it can be related to the theory of discipline in the context of education. The discipline theory in education emphasizes the importance of organizing and managing the learning environment to create conditions that support organized and responsible behavior from students.

a. Variation in Number of Students and Discipline: The data shows variation in the number of students in each class in different months. This can be understood in the context of discipline theory as a potential indicator of the level of discipline in each class. Classes with fewer students may tend to have better discipline because of more individualized management and supervision of each student.

b. Patterns in Data and Consistency of Discipline: Although there are fluctuations in the number of students in each class from month to month, the general pattern of discipline remains consistent. Class 9 tends to have more students, and class 7 has fewer students. This

indicates that although the situation changes, classes with more students may require more management and supervision to maintain a consistent level of discipline.

c. Change in Patterns in November: There is a change in pattern in November where class 8 has more students than class 7. This could be a point of concern in discipline analysis. This change may indicate certain factors affecting the level of discipline in that class, such as changes in classroom management or dynamics among students.

Overall, this analysis provides valuable insights into how variables such as the number of students can be related to discipline in the context of education. This can serve as a basis for developing more effective classroom management strategies and improving overall student discipline (Prasetiya, & Cholily, 2021); (Solehat, & Ramadan, 2021); (Fadhilah, 2022); (Widyasari, & Wakhudin, 2023).
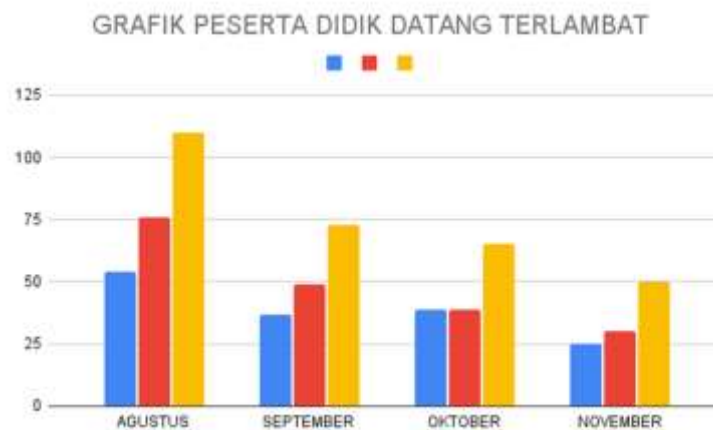
Picture 1. Graph of Tardy Students

4. Conclusion

Based on the results of observations and interviews, the author concludes as follows:

1. The internal factor contributing to students arriving late to school is their lack of concern for school regulations, resulting in them violating the rules at SMP Negeri 3 Mojokerto. The school's regulation dictates

that the bell rings at 06:45, but some students do not arrive at the designated time.

2. External factors contributing to students arriving late to school include the lack of attention from parents or family members at home. Additionally, students who associate with peers who also frequently arrive late have an influence on tardiness.

3. Effective communication and cooperation between parents and the school can reduce the number of late arrivals to SMP Negeri 3 Mojokerto.

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