

IMPLEMENTATION OF CHARACTER EDUCATION DISCIPLINE AND RESPONSIBILITY OF 6th GRADESTUDENTS AT SDN BANYUAJUH 6

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ABSTRACT

This study aims to identify and describe the application of character education to discipline and responsibility of students at SDN Banyuajuh 6, as well as to identify students' behavior in applying the character of discipline and responsibility. This type of research is a quantitative descriptive research with a survey method. The sampling technique used a proportional stratified cluster random sampling technique. Data collection techniques used in the form of interviews, questionnaires (questionnaire), and observation. Data were analyzed using quantitative descriptive statistics. The results of the study showed that the application of character discipline and student responsibility education at SDN Banyuaju 6 was carried out in a good proportion (96.5%). The results of the study show that the application of character education is integrated with self-development programs including spontaneous activities, routine activities, conditioning, and exemplary, integrated into the learning process, and school culture. the behavior of students who have applied the character of discipline in the moderate category (53.6%), as many as 15 students. On the other hand, student behavior in applying the character of responsibility is in the good percentage category (78.6%). Based on the research results, it is better if this character education is carried out in a sustainable manner and to improve one's own character. Another way is to give examples, appreciation, literacy activities, share inspirational experiences and so on.

ARTICLE INFO

Article History:
Received 05
December 2022
Revised 13 December
2022
Accepted 16
December 2022
Available online 19
December 2022

Keywords:

Character;
Discipline;
Responsibility



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A. Introduction

Education is a conscious effort carried out by the government, family and society. Education can be carried out through training and guidance activities that can take place both outside the school and inside the school. In essence, education is one of the activities that can be carried out by students who have the influence of changes that occur in the students themselves. Education is flexible, because it can be done anywhere and anytime (Siregar et al., 2022: 3). Character education in elementary schools should receive important attention to form a strong moral foundation for students. Character education is applied so that students have an awareness of how important good values are in everyday life, in line with Rohendi's opinion that "character education must start from elementary school because if character is not formed early on it will be difficult to change one's own character." (Edi Rohendi., 2016:2).

Character comes from the English language "character" which means character, character or can also be called a trait. Character can also come from the Greek "karaso" which means basic format, blueprint, print like a fingerprint. Character according to KBBI, character or character is a trait that exists in humans that can influence thoughts and actions, in other words it can be interpreted as character or character. Character also has a psychological meaning, morals or manners that can distinguish one individual from another (Sukiyat, 2020). Character education is an effort to instill intelligence in thinking, living in attitude, and practicing it in the form of behavior that is in accordance with noble norms and values as one's identity. This can be seen from interactions with oneself, one another, God, and the surrounding environment. Noble values include: courtesy, logical thinking, honesty, independence, intelligence, and social nobility. Planting character in the souls of students requires processes, examples, habituation, role models, and customs that exist in the daily environment both in the family, community, and school (Sari, 2017). Character education will be difficult to run if it ignores one of the three parties, namely the school, family and community. All three must go hand in hand so that character education can go according to what is desired and can also run effectively and completely (Syarbini, 2014).

In elementary school, there are two subjects that are oriented to shape the character of students, namely civics education and Islamic religion. These subjects are more likely to equip students with substance in subjects only and are

considered not capable of encouraging character values in students in everyday life. The formation of character in students needs to be combined in each subject, in order to create a generation that is intelligent and also has character. This is in line with Safitri's research results which state that "the development of cultural and character values is combined in each subject matter in each subject listed in the syllabus and also lesson plans" (Novika Malinda Safitri., 2015: 181).

Students with character can behave and act in accordance with the rules or norms that apply in their surroundings. Thus students can behave politely, uphold local wisdom and be responsible. Vice versa, if students are not given knowledge and inculcation of moral values, then students will be easily influenced by negative things that exist in the environment around them. For example, such as saying harshly, skipping class, behaving impolitely, even influencing his friends to do negative things and there are many other examples. Schools have a very important role and influence in implementing character education for students, which is useful for preventing undesirable things which are related to the morale of students. Instilling moral values can be done by introducing and knowing the values in everyday life. The hope of this implementation is to make students aware of the importance of complying with the norms that apply in their environment. Character education also has an important role in the world of education to increase the quality of the results of the implementation and results of individual education that is balanced, comprehensive and integrated in the attainment of character and character. With this goal, it is hoped that an individual can improve and use the knowledge he already has and can apply noble character and moral values to be applied to everyday life in the surrounding environment (Fatmah, 2018). The main goal of character education is to build a strong and strong generation of people who are supported by a society with noble morals and character. In addition, character education has the aim of increasing the quality (quality) of the implementation and results of education that lead to the achievement of character education for students as a whole, integrated and balanced (Muslich, 2011).

In the process of instilling the value of soft skills or character to students requires learning strategy steps and also certain skills. Strategic steps in instilling character values in students can be carried out through learning processes, self-development processes, and school culture. Instilling character values in students can be started by knowing what are the value needs that can help students to become better individuals in the future to get along with society. After knowing what

values are needed, then the program will be prepared and planned on a short, medium and long scale according to the needs needed by the school so that the process for actualizing these values can run well.

Activities that will be carried out by students are first conveyed by teachers or educators about the values contained and what values students will get. Students as the next generation of the nation really need to be provided with strengthening ethical, moral and character values so that they can continue the nation's development in the future (Yulianti, 2018).

Based on the background of the problem, it can be concluded that religious values will later become the main foundation that must be instilled in young students. Social attitudes and responsibilities also need to be emphasized, instilled, and accustomed to the daily routines of students. So, from the problems and background that have been described above, the researcher wants to find out more about the application of disciplinary and responsibility character education carried out in schools by conducting research entitled "Implementation of Discipline Character Education and Responsibilities of Grade VI Students at SDN Banyuajuh 6".

B. Method

This research was conducted at Banyuajuh 6 Public Elementary School, Kamal District, Bangkalan Regency, East Java Province, which was carried out in the odd semester of the 2022/2023 school year. Based on the research objectives, this type of research is descriptive quantitative with survey research methods. Quantitative descriptive type research is an attempt to describe something that happens in the field based on actual conditions by using a questionnaire, without testing a hypothesis. The population in this study were all fourth grade students at SDN Banyuajuh 6, totaling 28 students. Having identified the entire population has 2 characteristics, the first is the characteristic of the stratified sample technique (level/stratified); Both have the characteristics of cluster techniques (differences). The sampling technique based on the characteristics of the population is the proportionate stratified cluster random sampling technique. This technique is used because the population has members/elements that are not homogeneous and proportionally stratified.

Data collection techniques mean the various ways or procedures used to collect data. The data collection techniques used in this study were interview techniques, questionnaire techniques and observation techniques.

Research instruments are tools or facilities used by researchers in collecting data to make work easier and the results better. The instrument used in this study was an interview instrument (unstructured interview). The instrument questionnaire was previously tested using construct validity. Below is a statement from the questionnaire

Table 1. Questionnaire Instrument Grid

| Character Value | Indicator | Description | Item Number |
|-----------------|--|--|-------------|
| Discipline | Arrive on time | I come to school according to the scheduled time | 1 |
| | | I came home from school on the school's scheduled time | 2 |
| | Obey the rules/rules together/school | I obey the rules in class and outside the class | 3 |
| | | I follow every rule the school makes | 4 |
| | Doing/collecting assignments in accordance with a predetermined time | I always do the tasks given | 5 |
| | | I complete assignments on time | 6 |
| | | I collect assignments according to the allotted time | 7 |
| | Follow the rules of good and correct written language | I speak politely to friends and teachers | 8 |
| Responsibility | Carry out individual tasks properly | I do my job well without any help from others | 9 |
| | | I carry out the task in accordance with the directions and conditions ordered | 10 |
| | Accept the risk of the actions / actions taken | I receive sanctions or punishments if I violate the rules/discipline both in class and outside the class | 11 |
| | Implementation of picket duties on a regular basis | I carry out picket duties that have been scheduled | 12 |
| | | I carry out picket duties in accordance with the division of tasks given | 13 |
| | Active participation in school activities | I take part in school activities | 14 |

The next instrument is the observation sheet. The following are indicators of the application of discipline and responsibility character education to the observation sheet instrument:

Table 2. Observation Guidelines Grid

| Indicator | Sub-Indicators | Criteria | | | | Description |
|-----------|----------------|----------|---|---|---|-------------|
| | | 1 | 2 | 3 | 4 | |
| | | | | | | |

| | |
|--------------------------|-------------------------|
| Self Development Program | Routine Activities |
| | Spontaneous Activities |
| | Exemplary |
| | Conditioning |
| Subjects | Syllabus |
| | Learning Program Design |
| | Learning Activities |
| School Culture | Class |
| | School |
| | Outside School |

The data analysis technique used in this study uses descriptive statistical analysis techniques, which aim to describe the data that has been collected as it is, without testing the truth of a hypothesis. The data will be processed with the help of SPSS version 20 and Microsoft Excel 2010.

C. Result and Discussion

Result

SDN Banyuaju 6 is one of the schools that is consistent in building a culture of character. This can be seen clearly from the vision and mission of the school, the 2013 curriculum that is used and also the process of implementing the independent curriculum in grades 1 and 4 which places more emphasis on aspects of attitude towards students, as well as the facilities provided by the school. Even though the inculcation and development of character values in the school appears to be consistent and the facilities provided are quite supportive in its application, the application of discipline and responsibility character education in the school does not appear to be specific to activities or to certain subjects, but is only applied on the sidelines. between activities, both activities in the school environment and in learning activities. Based on the results of the interviews and observations that have been made, it can be concluded that the application of discipline and responsibility character education in these schools plays a very important role. This is based on the curriculum used, the vision and mission implemented and the opinions of the principal and teachers regarding the importance of instilling the character of discipline and responsibility from an early age in students. The results of the application of the character values of discipline and responsibility in these schools can be seen below

Table 3. Results of Observation on the Application of Discipline and Responsibility Character Education

| Indicator | Sub-Indicators | Answer Criteria | | | |
|------------------|--------------------|-----------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| Self Development | Routine Activities | | | √ | |

| | | |
|--------------------------|-------------------------|-------|
| Program | Spontaneous Activities | √ |
| | Exemplary | √ |
| | Conditioning | √ |
| Subjects | Syllabus | √ |
| | Learning Program Design | √ |
| | Learning Activities | √ |
| School Culture | Class | √ |
| | School | √ |
| | Outside School | √ |
| Σ The score that appears | | 35 |
| Percentage earned | | 87.5% |
| Predicate | | Good |

Based on the number of criteria scores obtained from the 10 sub-indicators, the percentage obtained using the percentage formula obtained is 87.5%. Based on the results of the application above, the application of 40 character education disciplines and responsibilities in Class VI of SDN Banyuajuh 6 is integrated into a self-development program which includes routine activities, spontaneous activities, exemplary, and conditioning. Furthermore, it is integrated into the subjects listed in the lesson plan, syllabus, and in learning activities. Then it is integrated into the school culture including classroom culture, school and outside of school. Routine activities get a score of 3, routine activities carried out at SD N Banyuaju 6 include daily routine activities and weekly routines. Daily routine activities such as waiting for students in front of the school gate, inviting students to dispose of trash scattered on the school grounds, checking class cleanliness, and holding literacy. Weekly routine activities include scout extracurricular activities, sports, morning exercises every Friday. Spontaneous activities get a score of 4. Spontaneous activities are carried out by the teacher without being planned in advance, these activities are carried out just like that. This activity is carried out if it seems that students are doing actions that are not in accordance with the provisions, and can also praise students if students do actions that are in accordance with the rules or good deeds. Spontaneous activities occur both inside and outside the classroom. Spontaneous activities in class such as the teacher admonishing and advising students if there are students who are caught cheating,

Spontaneous activities are also carried out when students can take responsibility for the results of their work in front of the class by praising these students. Spontaneous activities outside the classroom such as reprimanding students if they are caught littering, arriving late to school, not participating in the flag ceremony. In addition, it collects funds when a school member is affected by a disaster. Exemplary gets a score of 4. Exemplary is done by the teacher so that

it can be used as an example for students to do good. The exemplary form related to the application of discipline and responsibility character education in class VI of SDN Banyuajuh 6, namely the teacher's participation in activities held by the school. Conditioning gets a score of 4. Conditioning forms at SDN Banyuajuh 6, such as preparing and providing everything related to the implementation of character education of discipline and responsibility, such as preparing cleaning tools, providing trash bins, providing a place to wash hands, and so on. It is integrated into subjects which include syllabus, lesson plans, and learning activities with a score of 4. SDN Banyuaju 6 is one of the schools that uses the 2013 revised 2018 curriculum and the independent curriculum. In the learning activities the teacher always inserts character values including the character values of discipline and responsibility in accordance with the learning material. Furthermore, it is integrated into the school culture including culture in the classroom, school and outside of school. Class culture gets a score of 3. Class culture that reflects the character of discipline and responsibility is the same as routine activities carried out by schools every day, such as praying before and after learning, cleaning the classroom before learning activities start, and holding literacy. While school culture gets a score of 3. School culture that reflects the character of discipline and responsibility, such as some teachers always arrive early, then wait for students in front of the school gate to make sure students are not late, students greet when meeting teachers and always take part in activities held school. Then the culture outside the school gets a score.

Culture outside of school that reflects the character of discipline and responsibility, one of which is participating in competitions held between schools and from other parties, which consist of various types of competitions such as inter-school scout camps, quizzes, drumbands, and others. Here children are taught to behave according to the rules of the activities held and take full responsibility for the activities they participate in. Another factor supporting or supporting the application of character education is discipline and class 6 responsibilities at SDN Banyuajuh 6, which is seen from the facilities provided by the school, such as: cleaning tools, a place to wash hands and slogans provided by the school. Then the obstacle in implementing discipline and responsibility character education in the school is that it takes a long time to apply the character of discipline and responsibility to students.

The results of the data analysis on the character values of discipline and responsibility are processed using SPSS assistance. Descriptive test results of student behavior in applying character values include the amount of valid data, average (mean), median (median), frequently occurring values (mode), maximum values and minimum values. The results of the data are analyzed, described and then drawn conclusions regarding student behavior in applying these characters. The behavior of Banyuaju Elementary School students in applying the character of discipline is in the moderate category with a percentage of 57.1%, as many as 16 students. The results of data analysis per item statement character discipline highest percentage in item 2, while the lowest percentage in item 7. While the behavior of students of SDN Banyuaju 6 in applying the character of responsibility in the sufficient category is 82.1%, as many as 23 students. The results of data analysis per item statement of character responsibility, the highest percentage is in point 4, and the lowest percentage is in point 6.

Discussion

The application of character education is very important to be instilled in students from an early age, because the earlier character education is instilled and accustomed to, the better the resulting character will be. Agreed according to Wiyani (2013: 27-28) "character education is the process of providing guidance to students to become fully human, with character in the dimensions of heart, thought, body, and feeling and intention". The purpose of character education is to produce human beings with character. In line with Mulyasa (2014: 9) "character education aims to improve the quality of educational processes and outcomes that lead to the formation of the character and noble character of students as a whole, integrated and balanced, in accordance with Graduate Competency Standards in each educational unit".

The application of discipline character education and student responsibility at SDN Banyuajuh 6, is related to indicators of the application of integrated education through self-development programs which include routine activities, spontaneous activities, exemplary, and conditioning. Furthermore, it is integrated into subjects which include syllabus, lesson plans, and learning activities. Then it is integrated through the culture in schools which includes classroom culture, school and outside of school. The results obtained based on these indicators are the percentage (87.5%), with a good predicate.

Integration into the self-development program includes routine activities, routine school activities that are implemented at SDN Banyuajuh 6, including daily and weekly routine activities. Agree with Wiyani (2013: 104) "routine activities are activities that are carried out by students continuously and consistently from time to time". Spontaneous activities are carried out by the teacher without being planned beforehand, this activity is usually carried out when you see someone who is doing something inappropriate, you can also praise the child when he does a good deed. In line with the opinion of Wiyani (2013: 104) "spontaneous activities are activities carried out at that time too". The exemplary behavior of the teacher is an example for students to do good. This is supported by the opinion of Wiyani (2013: 105) "exemplary is the attitude and behavior of teachers, education staff, and students in setting an example in terms of behaving and acting properly and correctly". To instill and apply the character of discipline and responsibility, schools condition everything related to the implementation of character education of discipline and responsibility. In line with the opinion of Wiyani (2013: 104) "conditioning is creating conditions and atmosphere that will support the implementation of character education to support the realization of internalization of character values into students". The application of discipline and responsibility character education is integrated into subjects with provisions in accordance with the material and objectives to be achieved. Integrating in subjects, namely by inserting them in lessons when conveying material to students if the material relates to the character of discipline and responsibility.

School culture which includes class culture, class culture, namely culture relating to the application of character education, discipline and responsibility which can be seen from the activities that are usually carried out in the classroom and it has become a habit for students to do this. As stated by the Ministry of National Education (2010: 20) "the implementation of character values through integrating school culture in the classroom includes the learning process for each subject or activity that is designed in such a way. School culture is the habits that are often carried out by all residents in the school. In line with what was disclosed by the Ministry of National Education (2010: 21) the application of character values is carried out through integrating school culture, namely through various activities held by schools which are attended by all school members, including students, teachers, principals, and administrative staff at the school, planned since the beginning of the school year, entered into the Academic Calendar and carried out

daily as part of the school culture. Then culture outside of school is a habit or form of activity that is often carried out outside of school. In line with what was conveyed by the Ministry of National Education (2010: 22) "integrating character values outside of school is carried out through extracurricular activities and other activities that are attended by all or some students, designed by the school since the beginning of the school year, and included in the Academic Calendar". Forms of activities that reflect the application of the character values of discipline and responsibility, such as participating in scout extracurricular activities, sports, and others as well as participating in competitions held between schools.

The results of the questionnaire analysis of student behavior in applying the character of discipline were in the moderate category with a percentage (57.1%). The results obtained serve as evaluation material for schools to further improve and emphasize the application of disciplinary character education to students, because disciplinary character is an act of students showing orderly and obedient behavior in carrying out various rules applied by the school. In line with the opinion of Kurinasih and Sani (2014:69) "discipline is an action that shows orderly behavior and obeys various rules and regulations". The results of the 8 statements of disciplinary character, for the highest percentage in item 2, with a percentage of 96.4%, 28 students stated that they always came home from school on time as scheduled by school. While the lowest percentage of the 8 items in the statement of disciplinary character is in item 7 with a percentage of 39.2%, as many as 11 students stated that they always submit assignments according to the specified time, the results obtained are a description of student behavior towards disciplinary character, efforts that schools should do to overcome this, namely by: 1) the teacher should continuously apply the character values of discipline in students, so that these values become entrenched in them; and 2) call the students' parents, to establish communication regarding the student's attitude.

The results of the student behavior questionnaire in applying the character of responsibility were in the good enough category with a percentage (78.6%). The results obtained are used as evaluation material for schools to emphasize the application of responsibility character education to students, because the character of responsibility is the obligation of students to carry out various rules and tasks assigned to them. In line with what was conveyed by Daryanto & Darmiatun (2013: 142) "responsibility is a person's attitude and behavior to carry out his duties and obligations, which he should do, towards himself, society, environment (natural,

social and cultural), the state and God Who Almighty". The results of the 6 statements of the character of responsibility, for the highest percentage in point 4, with a percentage of 53.5%, 15 students stated that they always carry out picket duties in accordance with the division of tasks given. While the lowest percentage of the 6 items of character statement of responsibility is in item 6 with a percentage of 46.4%, as many as 13 students who state that they always participate in school activities, the results obtained are a description of student behavior towards the character of responsibility, efforts that should be made by schools to overcome this is by calling the parents of students, to establish communication about the student's attitude.

D. Conclusion

SDN Banyuajuh6 is a school that is consistent in building character. This can be seen from the formulation of the vision and mission, the curriculum used, and the facilities provided. The results of the application of character discipline and student responsibility education at SDN Banyuaju 6 were carried out well with a percentage (96.5%). The results obtained are related to indicators of the application of discipline and responsibility character education. The first is integrated in a self-development program which includes routine activities, spontaneous activities, exemplary, and conditioning. The routine activities implemented by the school include daily, weekly and monthly routine activities. Spontaneous activities carried out right away without being planned beforehand. Exemplary is usually done by the teacher to be a good example. Then conditioning such as providing good school conditions to support the application of character education. Both are integrated into subjects which include syllabus, lesson plans, and learning activities, the application of which is carried out by incorporating character values in it. The three are integrated in the school culture including culture in the classroom, school and outside of school. This culture is an activity that is often carried out that has become a habit for students both in the classroom, at school, and outside of school. While the behavior of students at SDN Banyuajuh 6 in applying the character of discipline is in the sufficient category with a percentage (53.6%), as many as 15 students. Furthermore, student behavior in applying responsibility is in the sufficient category with a percentage (78.6%), as many as 22 students.

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