
Critical Analysis of Discipline Character Building through Discipline Week Activities for Students of Muhammadiyah 4 Banjarnegara Elementary School

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ABSTRACT

This study aims to analyze the formation of the disciplinary character of grade 4 and 5 students at SD Muhammadiyah Banjarnegara. One way to shape the character of discipline is by carrying out Discipline Week activities, a collaboration between the school and Kodim 0704 Banjarnegara. With the implementation of the program, it is expected that the discipline of students will increase significantly. Discipline is an important attitude that affects the success of students both in the present and the future. This research uses the qualitative descriptive method of case study type. Data collection techniques are carried out by means of interviews, observation and documentation. In this case, researchers use data validity tests using triangulation techniques. The results showed that the activities of Discipline Week were carried out well and effectively. This activity can motivate students to be disciplined in time and behavior.

Keywords: Character Building, Discipline, Discipline Week.

INTRODUCTION

Education plays an important role in the life of the nation and state. One indicator of the nation's progress can be seen from its citizens' education quality (La Salle-Finley et al., 2024; Muñoz, 2021). Quality, ability, willingness, and human resources are determinants of a country's success. However, intellectually capable Human Resources alone are not enough. They need to be accompanied by good character (Guse et al., 2023; Hastasari et al., 2022; Khilmiyah & Wiyono, 2021; Rahayu et al., 2023).

Education is not only a place for a person to become skilled in knowledge but also a place to build each individual's character so that they can become mature and responsible human beings (Sakti et al., 2024; Seijts & Milani, 2022). Education is a process of changing ourselves from the smallest thing to a big thing, and through the process, we will also experience significant changes in terms of our quality of life.

Article 3 of Law No. 20 of 2003 concerning the National Education System (SISDIKNAS) states that

"National education functions to develop the ability and shape the character and civilization of the nation that is useful in order to educate the nation's life, aims to develop students to become

human beings who believe and are devoted to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens".

To realize the above educational goals, it takes the seriousness of students in the learning process at school so that they can become human beings who are devoted to God Almighty, have a noble characters, are healthy, knowledgeable, capable, creative, and become democratic and responsible citizens. Discipline has an important role in achieving this goal (Alamos & Williford, 2023; Kwok & Fang, 2022; Whetstone et al., 2022).

According to detiknews.com news, during the 2018 PISA test, 21% of Indonesian students skipped school, and 52% of students were late for school. The results of the 2018 PISA survey show that the discipline of Indonesian students is still low compared to that of developed countries such as Japan. Discipline is one of the benchmarks for the goodness of a nation; through discipline, Indonesian citizens can create a conducive environment so that they can grow a good country. (Lestari, 2019)

It is undeniable that successful people are people who live an orderly and disciplined life using their time. Disciplined behavior will not come by itself but through rigorous training. With discipline, targeted work will be completed on time with satisfactory results. Discipline is needed to channel behavior and show in the right direction, limit behavior, and direct behavior in accordance with what is expected by the surrounding environment. (Sonita, 2013)

Discipline has quite an important meaning, teachers must be able to foster discipline in students, by helping students develop behavior patterns in themselves, helping students improve their standards of behavior and using the implementation of rules as a tool to enforce the discipline. Students who are self-disciplined then have self-order based on religious values, morals, cultural values, social rules, views on life, and attitudes to life that are meaningful to themselves, society, nation and state (Yasmin et al., 2016). This reflects that self-discipline is the main and essential aspect of education in the family carried by parents because parents are naturally responsible for laying the foundations and foundations for children. Then followed up by the teachers in schools as an effort to strengthen the formation of discipline into a character that is embedded in students and is important to continue to be implemented and developed because it has a positive impact on the formation of student character (Natalini & Hardini, 2020).

The definition of character education is stated in Law Number 20 of 2003 concerning the National Education System. In a sense, character education aims to form a tough personality that is in accordance with the identity of the Indonesian nation. According to the Big Indonesian Dictionary (KBBI), character education is the process of changing the attitudes and behaviors of a person and group in an effort to mature humans through training and teaching efforts: the process, methods, and actions of educating.

The disciplinary character of students in elementary schools is manifested in several disciplinary behaviors of students when going to school: student discipline in doing tasks, student discipline in following lessons at school and student discipline in obeying discipline.

Discipline character is the key to success in student learning activities at school because, with discipline, each student will create a sense of comfort and security in learning for themselves and other students in the school environment (Ramdhani, 2017). The character of discipline certainly will not just appear in students without being based on a teacher's maximum effort or the teacher's commitment to good and correct discipline (Andiarini et al., 2018). This indicates that a teacher must be able to apply discipline for himself and his students and set a good example in applying discipline. If a teacher cannot apply discipline properly, a disciplined character will not be formed, for the teacher is a benchmark for forming a character (Dakhi, 2020).

Character education can be realized with a good school culture. School culture is initially formed in a formal network, where a series of values, norms, and rules are determined and set by the school as a guide for school residents in thinking, behaving and acting. These rules are carried out repeatedly and continuously. In its development, the school culture will slowly be embedded through informal cultural networks (Aslamiyah, 2020). Forming a disciplined culture can be done in several ways, including collaborating with parties who have a high level of discipline and are experienced in discipline.

The initial data obtained shows that the level of discipline of grade 4 and 5 students of SD Muhammadiyah 4 Banjarnegara needs to be improved because many students still lack the awareness to apply discipline. For example, the arrival time of some students exceeds school entry hours. Another example is when the Duhur prayer time in the congregation arrives, some students are still in class, even though other students are waiting in the school prayer room. In addition, interdisciplinary behavior also occurs in the learning process. For example, students do not do tasks according to teacher instructions in terms of accuracy in work, time constraints and so on.

The results of the initial interview with F. Ardhiyanto Nugroho, S.Pd as the Principal, several alternatives were formulated to overcome the disciplinary behavior of students. Among them is the school's initiative to hold activities that can provide awareness of students' behavior and discipline at school and in everyday life. The school collaborates with a third party, namely Kodim 0704 Banjarnegara Regency, to provide education and training to grade 4 and 5 students of SD Muhammadiyah 4 Banjarnegara. The activity was called Discipline Week; students were given direction and education about discipline for two days at Kodim 0704 Banjarnegara Regency.

RESEARCH METHOD

This research is a qualitative case study designed to explore the implementation of Discipline Week at SD Muhammadiyah 4 Banjarnegara and its effectiveness in shaping student character. According to Sugiyono (2020), qualitative research emphasizes understanding meanings and experiences, with problems considered temporary and evolving as field insights are gained. This approach was chosen for its ability to study phenomena in natural contexts without manipulation, providing a holistic understanding. Yin (1987) supports the use of case

studies in social sciences to address "how" and "why" questions, focusing on contemporary events and allowing in-depth insights into specific occurrences.

The sample was selected using purposive sampling, targeting participants with specific characteristics relevant to the research question, ensuring a representative sample of the population being studied. Patton (2015) advocates for purposive sampling in qualitative research to identify information-rich cases, with the sample size deemed sufficient based on the concept of saturation, where no new insights are gained from additional data (Guest, Bunce, & Johnson, 2006). Primary data sources included interviews, observations, and document analysis, chosen to provide a comprehensive understanding of Discipline Week's implementation and effects. These data were collected from teachers, students, and school administrators, ensuring diverse perspectives and enhancing validity through triangulation (Creswell, 2013).

Data determination focused on selecting significant instances and experiences related to Discipline Week, allowing for a detailed examination of its implementation and effectiveness (Maxwell, 2012). Semi-structured interviews, participant observations, and document analysis were used for data collection. Semi-structured interviews provided depth and flexibility, enabling detailed respondent views while covering key topics (Kvale & Brinkmann, 2009). Observations offered firsthand insights into activities, and document analysis provided corroborative background data.

Instruments for this study included interview guides, observation checklists, and document analysis protocols, developed based on literature and tailored to the research questions. Their validity was tested through pilot studies and expert reviews, ensuring they effectively captured the intended data and produced reliable results (Cohen, Manion, & Morrison, 2011). Data accuracy was ensured through triangulation and member checking, where participants reviewed findings to confirm accuracy (Lincoln & Guba, 1985), enhancing credibility and reliability.

Data analysis employed thematic analysis, involving iterative reading and coding to identify patterns and insights. This systematic approach to identifying, analyzing, and reporting themes within data is consistent with the qualitative research methodology (Braun & Clarke, 2006). The analysis steps ensured a thorough and methodical examination of the data, aligned with the chosen qualitative approach. This study thus examines the implementation and effectiveness of Discipline Week at SD Muhammadiyah 4 Banjarnegara, providing a comprehensive view of its impact on student character formation and subsequent school activities.

RESULTS AND DISCUSSION

The discipline week activity in collaboration with Kodim 0704 Banjarnegara was held for two days at the headquarters of Kodim 0704 Banjarnegara and was attended by grade 4 and 5 students of SD Muhammadiyah 4, both men and women.

Discipline Indicators

Discipline indicators are indispensable for measuring the level of development of student learning discipline. Moenir (2010: 96) conveyed indicators that can be used to measure the level of student learning discipline based on the provisions of time discipline and action discipline, namely:

Time Discipline

Time discipline includes being punctual in studying, including coming to and from school or group study on time, not leaving the class or skipping classes during lessons, and completing tasks according to the set time. Wisiplin's attitude when entering school is the behavior of each individual to be able to obey the rules and regulations that exist in school, and can respect the time and use time as well as possible in order to create discipline in themselves, with the disciplined attitude when entering school students can understand that the value of discipline is not valuable for the sake of discipline itself, but for other broader purposes, that is, for the stability and peace of living together.

Based on the research that has been done, data was obtained that the discipline of students' time increased after the implementation of Discipline Week activities. Discipline Week activities provide students with an understanding of the meaning of discipline, its benefits, practices and long-term impacts. Kodim members who collaborated with SD Muhammadiyah 4 Banjarnegara teachers designed many interesting activities during Discipline Week. The students participated in the activity with enthusiasm and high curiosity. Not only material, but they also practised the marching attitude directly, spoke loudly and boldly, and toured the Kodim office to see documentation and Kodim members directly.

Learners gain a lot of knowledge and experience from this activity. Their time discipline increases significantly. This is evidenced by the arrival of students to school on time, entering class on time after recess, and time discipline to carry out school habits that are routinely carried out every day at SD Muhammadiyah 4 Banjarnegara. The time discipline of students is also carried out in their respective homes, starting from punctuality to performing prayers at the beginning of time, speed to help parents at home, time discipline to go to school and much more.

This is very supportive of the implementation of more effective and meaningful learning for students because the allocation of time is not cut due to cases of student time delays. In addition, the school program runs smoothly and with minimal obstacles. This is because the implementation of the program is in accordance with what has been planned, time runs effectively, and there is a sense of awareness among grade 4 and 5 students of SD Muhammadiyah about the importance of respecting time.

Discipline of Deeds

Discipline of action includes obeying and not opposing applicable regulations, not being lazy to study, preparing school supplies from home, not telling others to work for themselves, not liking to lie, pleasant behavior, including not cheating, not making noise, and not disturbing others who are studying. The characteristics of learning are also explained in detail by Elly (2016: 44), namely directing energy to learn continuously, studying earnestly and not allowing

free time, obeying the signs given by teachers in learning, obeying and obeying the learning rules at school, showing an enthusiastic attitude in learning, participating in learning activities in class with passion and participation, Complete the tasks given by the teacher well, not doing things forbidden by the teacher.

The characteristics of a disciplined person are also explained by Atheva (Risma, 2020: 90), saying that a disciplined person has the following characteristics: always obeys existing rules or regulations, always carries out the duties and obligations he receives on time, his life is orderly and orderly, does not stall and delay work.

Discipline indicators that have been explained by several experts state that students who have high learning discipline will make students have a high awareness of their obligations in behaving disciplined in various fields. High discipline makes students have enthusiasm and are ready to compete in learning and social life. Students who have high discipline are swift in doing assignments and try to achieve maximum scores in every challenge they face.

The discipline of class students' actions increased significantly after the implementation of Discipline Week activities. They are more enthusiastic when participating in school activities, both when learning and outside learning. This is evidenced by a solemn attitude when following the ceremony, doing the right respectful attitude, the body is more upright and listening carefully to the mandate of the Supervisor of the ceremony.

The school also followed up on the Discipline Week activities, namely by selecting several students with a high disciplinary attitude to be used as School Security Officers. The selected students have the duty to manage the traffic of students who come to school and greet them with smiles and greetings. The PKS stood neatly and lined up at the school gate wearing special PKS uniforms. Something like this can motivate them, other friends, and underclassmen to have the awareness to improve discipline.

In addition to PKS, the school appoints highly disciplined students as ceremonial officers. This is carried out as a reward for them, considering that there are many students at SD Muhammadiyah 4 Banjarnegara. Students are competing to be selected as ceremonial officers.

Likewise, with other habits carried out in schools, students are highly motivated to excel academically and in Akhlakul Karimah. Teacher assistance and monitoring are always carried out, considering the independence of elementary school-age students is still lacking. The role of the teacher is very dominant in the realization of students who have discipline in time and action.

CONCLUSION

Based on the research, it can be concluded that the implementation of Discipline Week activities at SD Muhammadiyah Banjarnegara, in collaboration with Kodim 0704 Banjarnegara, successfully enhanced the disciplinary character of 4th and 5th grade students significantly. This activity motivated students to be more disciplined in terms of time management and behavior, as evidenced by improved punctuality, participation in religious activities, and adherence to completing tasks according to teachers' instructions. The program

also highlighted the importance of collaboration between schools and external parties in shaping students' disciplinary character, thereby supporting the national educational goals of creating individuals who are devout, have noble character, are healthy, knowledgeable, creative, independent, and responsible democratic citizens.

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