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## Critical Analysis of the Role of Teachers and Parents in an Effort to Improve the Disciplinary Character of Students at SD UMP Banyumas

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### ABSTRACT

This study aims to: 1) describe the role of teachers in enhancing the disciplinary character of students at SD UMP Banyumas, 2) explore the role of parents in this process, 3) identify supporting and inhibiting factors, 4) evaluate the effectiveness of teachers' roles, and 5) analyze the overall impact of these roles on students' discipline. The research involves principals, teachers, parents, and students using a qualitative approach with a case study method. Data were gathered through observations, interviews, and documentation and analyzed using data reduction, data presentation, and conclusion drawing, supported by source and technique triangulation. The findings reveal that: 1) Teachers act as educators, guides, role models, motivators, and evaluators. 2) Parents contribute to children's discipline by providing explanations and advice, modeling behavior, demonstrating compassion, supervising, and teaching religious values. 3) Supporting factors include a conducive environment, adequate facilities, and strong support from teachers, parents, and the community, whereas inhibiting factors encompass negative peer influence, children's preference for play, media distractions, and the absence of parental supervision. 4) Evaluation methods involve observation, self-assessment, and peer assessment, with results communicated to parents. 5) While teachers generally perform their roles effectively, some areas need improvement. Effective strategies used by teachers include habituation, modeling, lectures, and simulations. Parental involvement is crucial in fostering self-discipline from an early age.

**Keywords:** Disciplinary Character, Teacher Role, Parent Role.

### INTRODUCTION

The development of student character is one of the crucial issues in the world of education today (Singh, 2019). One of the important characters to instill is discipline, considering that discipline is the foundation for academic success and good character building (Berkowitz & Bier, 2005). However, based on the results of initial interviews with the school, it was found that there were still students at the Muhammadiyah Purwokerto University Elementary School (SD UMP) Banyumas who had not shown disciplined behavior, especially in terms of arrival in the morning considering the entrance time at 06.30 WIB and the collection of assignments from teachers.

Teachers and parents have a key role in the formation of the disciplinary character of learners. Teachers, as educators in schools, act as role models, facilitators, and mentors for

students (Berry et al., 2021). On the other hand, parents play an important role in instilling values and habituating positive behavior early on in the family environment (Rouzi et al., 2020). Therefore, an in-depth study of the role of teachers and parents in an effort to improve the disciplinary character of students at SD UMP Banyumas is very important to do. The results of this study are expected to contribute to the development of character education at the elementary school level.

The development of student character, particularly discipline, is a crucial issue in education today as discipline forms the foundation for academic success and overall character building (Berkowitz & Bier, 2016). Despite its importance, initial interviews with the Muhammadiyah Purwokerto University Elementary School (SD UMP) Banyumas reveal that many students still exhibit undisciplined behavior, especially regarding punctuality and timely submission of assignments. Both teachers and parents play pivotal roles in shaping the disciplinary character of students. Teachers act as role models, facilitators, and mentors within the school environment (Darling-Hammond, 2017), while parents are essential in instilling values and fostering positive behaviors at home from an early age (Baumrind, 2013). Therefore, it is imperative to conduct an in-depth study on the roles of teachers and parents in enhancing student discipline at SD UMP Banyumas.

This study aims to investigate how teachers contribute to improving student discipline through their strategies and actions. It also seeks to understand the ways in which parents support and instill discipline in their children at home. Additionally, the study will identify the factors that either support or hinder the development of disciplined behavior among students, encompassing both internal school dynamics and external environmental influences. By evaluating the roles and effectiveness of teachers and parents, the study aims to provide a critical analysis of their methods. Ultimately, the research will offer recommendations for improving character education practices at SD UMP Banyumas, particularly by enhancing the collaboration between teachers and parents to instill discipline in students better. This dual focus on the roles of both teachers and parents, set within the unique context of SD UMP Banyumas, adds a novel dimension to the existing body of research on character education.

## RESEARCH METHODS

This type of research is a case study with a qualitative approach. The type of case study used is a holistic single case with a one-case design and places a case as the focus of research (Fatmawati, 2021). This research was conducted at SD UMP Banyumas. Data collection in this study used 3 ways, namely observation, interviews, and documentation. The source of data is one of the important ones in research. (Murtiningsih et al., 2019) suggests that the source of data obtained directly, namely by conducting direct interviews with research subjects as the basis for discussion. Source of research data; 1) principal; 2) teachers; 3) parents; 4) learners. The data

analysis process includes data collection, data reduction, data presentation, and decision making (Murtiningsih et al., 2019). This data analysis process begins with examining, examining all available data from various sources, summarized and focused on important things according to the problem (Batubara et al., 2021).

## RESULTS AND DISCUSSIONS

Character building steps, character education values, educational methods, disciplinary character, factors that affect disciplinary character, and how to instill discipline:

### 1. The Role of Teachers in the Formation of Student Character

Teachers act as role models, facilitators, and mentors in helping students develop positive character (Berry et al., 2021). In improving the character of discipline to realize self-resilience in students, it is urgent to do because it is important and it is the obligation of everyone to obey every rule made, both those carried out through habits in the family, school, community, nation and state. But in its implementation does not always go according to everyone's expectations and desires, there are many factors that can hinder these good intentions. Widayanti, Armawi and Andayani (2018: 7) explained that resilience itself can be interpreted as resilience to face all threats that threaten themselves. For this reason, achieving national resilience will start from personal resilience that extends to community resilience (Sciences et al., 2019).

Improving personal qualities is a process of forming self-resilience. Personal resilience can be trained from an early age starting from small things such as discipline, tenacity, confidence, and responsibility for improving life skills through the process of daily activities both in the family, school, and community. The process of improving the life of an individual is not easy, it needs state efforts in this case the government in improving the quality of education through formal channels (Komalasari et al., 2020). Because formal education requires the younger generation to take part in this because the future of the country will be the responsibility of the younger generation.

It is undeniable that in Indonesia there are many young people who live not in accordance with the expectations of their parents to obey the rules made such as not listening to parental orders, gambling, fighting between students, and so on. Therefore, SD UMP participates in improving the character of discipline with Islamic and positive cultures with activities: *First*, welcoming in the morning or called *targhib* by the teacher on picket duty is an exemplary effort made by gusu to leave on time, *Second*, habituation to read and write the Qur'an before learning starts for 1 hour with teachers who are professionals in their fields. *Third*, related to academics for students who cheat cheating, do not collect assignments on time determined by the teacher, skip class, do not bring books according to the cheating schedule, of course this will be conveyed to the parents of students.

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## 2. The Role of Parents in the Formation of Children's Character

Parents play an important role in instilling values and habituating positive behavior from an early age as the foundation of children's character formation (Supriyatno & Susilawati, 2020). Parents have a very important role in the formation of children's character. As the first and foremost environment for children, parents are tasked with instilling values and habituating positive behavior from an early age. Authoritative parenting, which is a combination of warmth, consistent discipline, and emotional support, has proven effective in forming a strong child's character (Sarwar, 2016). Parents should also be role models for their children, demonstrating behavior that is in accordance with the values taught. Through proper parenting and parental example, children will grow into individuals with integrity, responsibility, and able to adjust well in community life.

## 3. Character Education Concept

Character education is a deliberate effort to develop positive character in individuals as provisions in community life (Hasanah et al., 2018). Character education is an effort made intentionally and systematically to develop positive character in individuals. The goal is to prepare the next generation who are not only academically intelligent, but also have integrity, responsibility, and good life skills. Character education involves all components of education, including curriculum, learning process, school management, and active participation from parents and the community. Through holistic and integrated character education, it is expected to form individuals who have superior character, are ready to face the challenges of the times, and make a positive contribution to nation building.

## 4. Character Building Steps

Character building can be done through the stages of habituation, example, and positive behavior modeling (Lian et al., 2020). Character building can be done through several strategic steps. First, habituation, which is to accustom students to behave in accordance with the character values they want to develop. Second, example, by providing concrete examples of expected positive behavior. Third, modeling, which is displaying and practicing directly character values in learning activities and daily life. These steps must be carried out consistently and continuously, involving all elements of education, especially teachers and parents. With systematic application, it is expected that students can integrate these character values in themselves and become part of their personality.

## 5. Character Education Values

Character education values include aspects such as responsibility, honesty, discipline, and caring (Berkowitz & Bier, 2005). Character education includes the development of various positive values that become the foundation for the formation of a person with integrity. Some important values in character education include responsibility, honesty, discipline, hard work, caring, and national spirit. These values need to be instilled holistically, not only in academic

contexts, but also in everyday life. Through the cultivation of strong character values, students are expected to develop good personalities, be able to adapt to various situations, and make positive contributions to the progress of the nation and state.

#### 6. Character Education Methods

Character education can be defined as a planned and systematic effort to develop positive character in learners (Zurqoni et al., 2018). The method of character education includes habituation, example, and learning character values in an integrated manner in the learning process. Character education is a comprehensive effort undertaken by schools, families, and communities to help children and youth understand, care for, and act on core ethical values. Some methods that can be used in character education include example, habituation, integration in the curriculum, reward and punishment, and the development of a conducive school culture (Muttaqin et al., 2018). The example of the people around the child, such as teachers and parents, becomes an important factor in shaping character. Habituation through daily routines and activities also plays a vital role. In addition, integrating character values into all subjects and activities in the school will strengthen the cultivation of character holistically. Rewarding positive behavior and fair punishment for negative behavior can also strengthen character internalization. In the end, the development of a religious, disciplined, and democratic school culture will support the formation of an environment conducive to character education.

#### 7. Disciplinary Character

Discipline character refers to an individual's ability to control themselves, obey rules, and take responsibility for their actions (Berkowitz & Bier, 2005). Discipline includes aspects such as punctuality, obedience, and regularity in carrying out duties and obligations. One important component in character education is to build disciplined character in individuals. Disciplinary character includes the ability to control behavior, obey rules and procedures, and take responsibility for choices and actions made. Disciplinary character is essential for academic success as well as daily life. Individuals who have a disciplined character tend to be more organized, focused, and reliable in completing their tasks.

#### 8. Factors Influencing Disciplinary Character

The formation of disciplinary character is influenced by various factors, including: (1) Family factors, such as parenting and family environment (Berry et al., 2021); (2) School factors, such as school climate, principal's leadership, and learning quality (Dufour & Dufour, 2021); (3) Environmental factors, such as peers and community culture (Bronfenbrenner, 1979). The formation of disciplinary character is influenced by various factors, both internal and external. Internal factors include self-awareness, self-esteem, and the ability to manage emotions. While external factors include parenting, school environment, and social norms that apply in the community. Parents who apply consistent parenting, set an example, and set clear

rules will help children develop self-discipline. An orderly school environment, enforcing rules fairly, and providing positive support also have a big effect. In addition, social norms in society that encourage disciplinary values will strengthen the internalization of discipline character in individuals.

#### 9. How to Instill Discipline

Several ways that can be done to instill discipline character in students, among others: (1) Providing examples and habituation of disciplinary behavior (Berkowitz & Bier, 2005); (2) Apply clear, consistent, and fair rules and consequences (Howe & Watson, 2021); (3) Involving parents in instilling discipline at home (Grolnick et al., 2019); (4) Building good communication between teachers, parents, and students (Berry et al., 2021). To instill discipline in children, effective approaches include modeling positive behavior by adults, providing constructive feedback, setting clear expectations and consequences, and strengthening children's initiative and efforts in disciplined behavior. Schools can play an active role by integrating disciplinary values into the school curriculum and culture, as well as providing opportunities for students to practice discipline in academic and extracurricular activities. While parents can apply parenting styles that encourage children to understand the reasons for the importance of discipline, set a good example, and provide consistent support and guidance. With a comprehensive and collaborative approach between schools, families, and communities, the cultivation of disciplinary character can take place effectively and sustainably (Mahoney et al., 2021).

### CONCLUSION

The role of teachers and parents in improving the disciplinary character of students at SD UMP Banyumas can be concluded as follows: Teachers act as educators, teachers, guides, role models, motivators, and evaluators in efforts to build disciplinary character. Parents play a role by providing explanations, advice, educating by example, loving, supervising, and teaching about religion. Supporting factors in this effort include a good environment, completeness of facilities and infrastructure, support from teachers, parents, and the community, as well as obedient attitudes of children. However, there are also inhibiting factors such as the influence of friends' environment, children's play pleasure, the influence of technology and media, and busy parents. Evaluation of the role of teachers and parents is carried out through observation, self-assessment, and peer assessment whose results are reported to parents through reporting learning outcomes. The results of the analysis show that all teachers have carried out their roles well, although there are some who are still not optimal. Efforts to improve discipline character by teachers are carried out by habituation, example, lecture, and simulation methods. The role of parents is very important because they have the duty to cultivate children's disciplinary character from an early age.

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