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## Teachers' Efforts to Instill Disciplined and Honest Character Education in Elementary Schools

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### Abstract

This research was conducted with the aim of describing teachers' efforts to instill discipline and honest character education at the Negeri 13/I Muara Bulian elementary school. This research was conducted at SDN 13/I Muara Bulian. This research used a qualitative approach with a type of critical research. The data source in this research is the teacher of classes IB, IIA and III B Negeri 13/I Muara Bulian. Data collection techniques in this research used observation, interviews and documentation. This research uses a validity test, namely Triangulation Technique. Data analysis techniques use Miles and Huberman. The results of the research show that there are six efforts made by teachers to instill discipline and honest character education at SDN 13/I Muara Bulian. Character education is successful in paying attention to individual differences, so teachers need to do the following things, first, use a variety of character education methods. Both give different tasks for each student. thirdly, modify and enrich teaching materials. The four use varying procedures in making character education assessments and reports. Fifth, understand that students' characters do not develop at the same speed. Sixth, strive for student involvement in various character activities.

Keywords: Disciplined Character; Honest; Teacher Effort

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## INTRODUCTION

Education is still believed to be a very effective medium in building students' intelligence and personality to become better (Maya, 2013). Therefore, education is continuously built and developed so that the implementation process produces the expected generation (Mamlu'ah, 2016). In order to produce students who are superior and can be expected, the process is also constantly evaluated and improved (Putra, 2017).

Based on the functions and goals of national education, it is clear that education at every level must be carried out systematically in order to achieve the goals (Arifin, 2017). This is related to the formation of students' character so that they are able to compete, be ethical, have morals, have good manners and interact with society. The goal of character education cannot be inherited, character must be built and developed consciously day by day through a process that is not instantaneous (Mujahidah, 2015; Bustan et al., 2017). Character is not something that is innate and cannot be changed like fingerprints. All individuals are responsible for their character.

One effort to improve the quality of education is the emergence of the idea of the importance of

character education in the world of education in Indonesia (Hasanah, 2017). This idea arose because the educational process that had been carried out so far was considered to have not been completely successful in developing Indonesian people with character. The education provided at school is further education that is developed after the education that students receive through character education that children receive at home (Sani & Kadri, 2016).

There are various kinds of characters that are the goal of education. The character issue that will be discussed in this research is the character of discipline and honesty, because disciplined character is behavior that shows/reflects orderly behavior and obeys every decision and policy. Discipline is a way of controlling oneself to act properly without any coercion, whether by community, family or school environment rules (Haryuni, 2013). For this reason, every student should have the awareness to obey the rules and order that have been established by the community, family and school environment. Discipline means that humans have the right to choose and are not dependent on other individuals. For this reason, character education is needed so that students get used to obeying and can put things in their place.

Discipline is behavior that shows orderly behavior and obeys every applicable decision and policy (Trisnawati, 2013). Discipline is order, obedience (compliance) to policies. Order, obedience is related to behavior, rules and customs. It can be interpreted that if an attitude is found that is contrary to the regulations in an area that have been established, then it can be said to be undisciplined (Supriyadi, 2015). On the other hand, if the attitude complies with the established rules then it can be said to be disciplined.

Meanwhile, honesty is a character that is considered to be able to bring this nation into a nation free from corruption, collusion and nepotism (Zulkhairi, 2017). In the context of character development at school. Honesty is very important to become the character of today's nation. Someone who has an honest character will be sought after by other people, whether in the context of friendship, business, colleagues/work partners and so on.

The efforts that can be made by teachers in instilling disciplined and honest character education in elementary schools, namely by using a variety of character education methods, giving different tasks to each student, modifying and enriching teaching materials, using varied procedures in making character education report assessments. , understand that students do not develop at the same pace and strive for student involvement in various character activities.

Based on the results of interviews conducted by researchers with lower class teachers, it is known that the character education of students is instilled by teachers through learning not only in the classroom but also in the school environment, such as the behavior or actions of students when obeying the rules and regulations of the common rules, come going to school on time, doing assignments within the specified time, following good and correct language rules for cultivating disciplined character education while honest character, namely saying something that really happened, asking permission to borrow other people's things, admitting mistakes, apologizing when you make mistakes. wrong, distinguishing one's own goods from other people's goods and not cheating/cheating. These are all characters that have been demonstrated by students in successfully cultivating the character of discipline and honesty.

In accordance with the problems described above, the aim of this research is to describe teachers' efforts to instill discipline and honest character education in elementary schools.

## **RESEARCH METHODS**

### ***Research Design***

This type of research is a type of critical research which is to describe how the current situation of teachers instills discipline and honest character education in elementary schools. This research uses a qualitative research approach. Qualitative research methods are research methods used to examine the conditions of natural objects, where the researcher acts as a key instrument in collecting data (Prasanti, 2016). Therefore, the research chose a qualitative approach in this research process to produce data about

teachers' efforts to instill discipline and honest character education in elementary schools. Where the data obtained must be valid information and can be scientifically justified.

Qualitative research itself is research that intends to understand what the research subjects experience (Azizah, 2013). For example behavior, perception, motivation, action, and so on. In its entirety, and by means of descriptions in the form of words and language in a special natural context using various scientific methods.

### ***Research Target/Subject***

This research was carried out at SDN 13/1 Muara Bulian. This school is located on Jl. Col.pol. Rd. Mattaher Rengas Condong, Muara Bulian District, Batang Hari Regency, Jambi Province. Founded in 1947. Tel (0743)-23331. The research was carried out in the even semester.

### ***Research Procedure***

This research consists of three stages, namely the preparation stage, implementation and completion stage. In the first stage, the preparatory stage of things that must be done consists of (1) conducting a survey at the research site, namely SD Negeri 13/1 Muara Bulian. (2) prepare research instruments that will be used to collect the data needed to answer research questions, 43 in this research the instruments used are observation guidelines and interview guidelines. (3) standardizing the instrument, before the instrument is used to collect data, the instrument must first be validated by an expert, in which case the instrument will be validated by the supervisor.

The second stage of implementation, at this stage what the author carried out was, conducting observations and interviews regarding teachers' efforts to instill discipline and honest character education in elementary schools and collecting data obtained from research instruments. In the third stage, the completion stage, at this stage the author processes the data that has been obtained while carrying out the research, draws conclusions from the data obtained, and prepares a research report in the form of Chapters IV and V.

### ***Instruments, and Data Collection Techniques***

According to Sugiyono (2017), data collection techniques are the main steps to be carried out in research, because the main aim of research is to obtain data that meets the standard requirements in research according to the object to be studied. In this research, 3 data collection techniques were used, namely observation, interviews and documentation.

### ***Data analysis technique***

Data analysis is the process of searching for and compiling data found in the field by organizing data into categories, breaking it down into units, carrying out synthesis, arranging it into patterns, choosing what is important and what is studied and making conclusions so that it is easy to understand for yourself and for yourself. other people (Majid, 2017). In this research, the data that has been collected will be analyzed through three stages, namely data reduction, data presentation, and conclusion/verification.

## **RESULTS AND DISCUSSION**

This research was conducted at SD Negeri 13/1 Muara Bulian with research subjects being class IB, IIA and IIIA teachers. This research was carried out in the even semester 2021/2022. Data collection was carried out through observation, interviews and documentation techniques. The research results will then be analyzed by researchers. There are six indicators found from this research, namely First, teacher efforts based on indicators understand that students' characters do not develop at the same speed. Second, teacher efforts based on indicators provide different tasks for each student. Third, teacher efforts based on indicators modify and enrich the material. Fourth, teacher efforts based on indicators use varied procedures in making character education assessments and reports. Fifth, teacher

efforts based on indicators use various character education methods. Sixth, teacher efforts based on indicators seek the involvement of students in various character activities. Data will be obtained through observations of teachers' efforts to instill discipline and honest character education in elementary schools. Furthermore, through interviews with predetermined informants, namely class IB, IIA and IIIA teachers. Then carry out documentation activities by collecting photos and other documents related to the teacher's efforts to instill discipline and honest character education in elementary schools.

After researchers conducted research, it was discovered that teachers at SD Negeri 13/1 Muara Bulian had attempted to instill discipline and honest character education. This is in accordance with the results of interviews with IB class teachers that:

"Thank God, currently the cultivation of discipline and honest character education at SD 13/1 Muara Bulian is always improving. It can be seen when our students are in the classroom and in the school environment."

Furthermore, from the results of interviews with class IIA teachers, namely:

"It has gone well, but it is not yet optimal because we have just started face-to-face teaching and learning activities because previously we were online. But the cultivation of disciplined and honest character education continues."

Then the interview continued with the class IIIA teacher, namely:

"Yes, thank God, currently the character of discipline and honesty is being cultivated in the class, you can see for yourself that the students are very disciplined and honest."

Based on the results of the interview, it is known that this school has instilled discipline and honest character education in its students. This does not escape the efforts of the teacher. The efforts to instill discipline and honest character education can be seen from teachers who always try to instill from the situation and conditions of students who provide the best possible role models for students. Then, teachers try to instill a character of discipline and honesty in students both at school, in the family and in the community. Apart from that, teachers also try to understand different students, but teachers strive to instill good character education to the maximum. The research findings data obtained by researchers from information during the research process are in accordance with the six indicators, namely as follows:

### **1. Understand that students' characters do not develop at the same pace**

Based on the results of the interview, it can be concluded that teachers in classes IB, IIA and III B elementary schools prioritize discipline and honest character and continue to strive to instill discipline and honesty by understanding the character of students. Although there are some students who have not yet instilled all the character education of discipline and honesty and this is a challenge in itself for teachers who are currently trying to mingle and pay attention to all students and understand that each student has different abilities as an individual.

### **2. Using varied character education methods**

The statement from the resource person is in accordance with the observations that the author has made, that the efforts that teacher R as a class I B teacher makes is to use a variety of learning methods in learning in order to instill a disciplined and honest character in students. Apart from giving assignments, students are also directed at learning through learning in outdoors, that way the learning that takes place is not monotonous and boring.

### **3. Give students different assignments for each assignment**

From the results of interviews conducted with class IB, IIA, IIIB teachers with observations made by the author. Where assignments include oral, written and practical assignments. By giving assignments, a teacher can see the students' disciplined and honest character regarding the assignments given by the teacher and to find out to what extent the students can understand what the teacher is saying.

#### **4. Modifying and Enriching Teaching Materials**

From the results of interviews conducted by the author with resource persons, modifying and enriching teaching materials is very necessary so that the learning process is more interesting and learning objectives are also achieved. By directing students to make notes of their activities from waking up until going back to sleep, writing down what activities they did and at what time, the goal is to make children more obedient and obedient to the time, apart from that, to be honest with the teacher's way of telling/storytelling, because in the lower classes of SD Negeri 13/1 Muara Bulian there are still those who can't read. Because students understand better what is being conveyed if the teacher can develop the material to be conveyed, especially when it is related to everyday life.

#### **5. Using various procedures in making character education assessments and reports**

Assessment is very necessary to see the extent to which students understand what the teacher has given, with assessment the teacher can see which ones have been able to comprehend and understand what the teacher has conveyed. Assessment must be comprehensive and continuous, meaning that teacher assessment covers all aspects of competence using various appropriate assessment techniques to monitor the development of students' abilities.

#### **6. Seek student involvement in activities with character**

In face-to-face learning, we currently have no limitations in involving students in character activities, teachers and schools become role models in character through activities held by schools in collaboration with class teachers in holding character activities, one of which is by providing voluntary donations to individuals who experience disasters or calamities, with this activity it is hoped that it will make it easier to shape students' character.

### **CONCLUSION**

Based on the research results, it can be concluded that there are six efforts made by teachers to instill discipline and honest character education in students. First, teachers understand that students' characters do not develop at the same speed by seeking support for students by trying to mingle and providing attention and advice to all students without excluding other students. Second, giving different tasks for each assignment to students, which in the current face-to-face learning process by giving assignments verbally and in writing is considered the most effective in face-to-face learning. Third, Modifying and Enriching Teaching Materials, teachers need to think about materials and teaching materials so that learning objectives are achieved and can make students understand more about learning. Teachers need to modify and enrich teaching materials, which is a way to make a lesson more interesting and it would be better if modifying and enrich teaching materials in everyday life. Fourth, use various procedures in making character education assessments and reports using several assessments to achieve the goals of effective, disciplined and honest character education. Fifth, using varied character education methods as educators are required to have high creativity in developing varied educational methods so that the learning material presented can be accepted by students. Sixth, strive for student involvement, which involves students in activities with character at school, namely voluntary donations to school residents affected by teacher disasters and schools providing voluntary donations in the form of money, rice and goods, not only focused on discipline and honesty, this time the involvement of students in activities with character, but here teachers and schools also instill social character education.

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