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## Implementation of Discipline and Responsibility Character Cultivation in Limited Face-to-Face Learning Systems in Elementary Schools

Rio Idam Chalid

<sup>1</sup>Universitas Jambi, Jambi, Indonesia

Corresponding author email: [rioidmchldd@gmail.com](mailto:rioidmchldd@gmail.com)

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### Abstract

This research aims to describe the implementation of discipline and responsibility character education at SDN 99/X Sidomukti. This research is qualitative research with a phenomenological type. The research subjects were class IV teachers and class IV students at SDN 99/X Sidomukti. The object of this research is the implementation of discipline and responsibility character education. This research uses data collection techniques in the form of observation, interviews and documentation. Data analysis uses Miles and Huberman analysis techniques (data reduction, data display, and drawing conclusions). Test the validity of the data using triangulation of techniques and sources. The research results show that the implementation of discipline and responsibility character education at SDN 99/X Sidomukti includes three aspects, namely planning, implementation and evaluation. Planning is carried out by incorporating character education into the school curriculum and regulations. Implementation by integrating the character of discipline and responsibility in self-development activities, subjects and school culture. Evaluation is carried out by assessing student attitudes and conducting evaluations with the school principal, teachers and student guardians.

Keywords: Discipline; Character building; Responsibility

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## INTRODUCTION

Education is a very important field in human life (Ridwan, 2014). This is because education greatly influences all aspects of life, including improving the quality of Human Resources (Primayana, 2015; Sudarsana, 2015; Wijaya et al., 2016). The quality of Human Resources is expected to be not only intellectually intelligent, but also intelligent in terms of behavior or character. If we look carefully, currently there are many school/madrasah graduates and even universities who are intellectually smart, but less mature in personality or character.

This character formation is one of the big challenges that our nation must face (Partawibawa, 2014; Sudarsana, 2016). This was realized by the founding fathers of our nation. Even one of the nation's founders, Bung Karno, emphasized: "This nation must be built by prioritizing character building, because character building is what will make Indonesia a great, advanced and glorious nation, and dignified (Purnomo, 2014; Aulia, 2016; Sholeh, 2016).

The implementation of character education has been carried out at various school levels. The

school curriculum was reorganized by inserting character values in learning. The Ministry of National Education formulated eighteen character values originating from religion, Pancasila, culture and national education goals (Zanky, 2015; Sultoni, 2016). These values are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the country, respect for achievements, friendly/communicative, love of peace, like to read, care for the environment, caring social, and responsibility (Wardani et al., 2015; Murniyetti et al., 2016; Yanti et al., 2016).

Discipline as one of the values that forms the character of students is the entry point for character education for schools. Because if there is no respect for rules, authority, and the rights of others, then there is no good environment for teaching and learning. Discipline can provide a moral code, which allows it to be applied in small classroom settings to a useful function. Discipline is also used in the moral education approach as a means of teaching values such as respect and responsibility (Lickona, 2013). Thus, discipline and responsibility have a close relationship. By disciplining themselves, students will be ready to take responsibility for themselves too.

Based on this description, students are expected to be able to develop their character. Character certainly does not come by itself, but must be formed, developed and built consciously and deliberately. Within the scope of the school, teachers must be able to create activities that contain moral values in order to shape students' character. The activities here are in the form of learning activities only in the classroom, but also activities outside the classroom. Based on the background above, this research aims to describe the implementation of instilling the character of discipline and responsibility in a limited face-to-face learning system in elementary schools.

## **RESEARCH METHODS**

### ***Research Design***

The form of research in this research is qualitative research, because it aims to understand the phenomena experienced by the research subjects, for example behavior, perceptions, motivations, actions, etc., holistically and by means of descriptions in the form of words and language in a context. specifically natural ones and by utilizing various natural methods (Laily, 2013). Apart from that, the research was carried out in natural conditions and the data obtained was in the form of information and opinions. So the research uses qualitative because it discusses problems that are in the social realm.

### ***Research Subject***

The place where this research was conducted was at SDN 99/X Sidomukti. Researchers found several symptoms that occurred during the learning process, so the researchers will use some of these symptoms as material for research.

### ***Research Procedure***

The procedure in this research was carried out in three stages, namely the planning stage, implementation stage and completion stage by preparing a report. In the first stage, namely the planning stage, it begins with determining the research location, namely SDN 99/X Sidomukti. The selection of the school was based on the foundation in this research, namely that the school had been successful in implementing character education, discipline and responsibility in the high class, namely class IV. Next, determine the problem in the research, namely the implementation of character education, discipline and responsibility for class IV at SDN 99/X Sidomukti. Then the researcher compiled the instruments and interview grid.

At the implementation stage, researchers collected data using various techniques, namely observation, interviews and documentation. After the data was obtained and collected, the data was analyzed using the Miles and Huberman model with steps for data reduction, data presentation and drawing conclusions. Then in the final stage, namely the completion stage, the researcher prepares a report based on the data obtained and analyzed. Apart from that, the research results will answer the problem formulation that has been created.

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

In this research, three data collection techniques were used to support the validity of the data, namely observation, interviews and documentation.

***Data analysis technique***

The data analysis technique used in this research is descriptive qualitative data analysis technique. Researchers used the Miles and Huberman model of data analysis which includes three stages, namely data reduction, data display, and drawing conclusions. The following is a data analysis scheme and further explanation of the data analysis model according to Miles and Huberman.

**RESULTS AND DISCUSSION**

The implementation of character education in schools generally involves three managerial functions, namely planning, implementation and evaluation. The first function is planning which involves formulating basic competencies, determining character types, and estimating how to form them. The planning carried out by the school is to include discipline and responsibility character education into the school curriculum and school rules.

The second function is implementation or often also called implementation, which is a process that provides certainty that the learning program has the human resources and facilities and infrastructure needed for implementation, so that it can form the desired competencies and character. The school implements this through the integration of character values in self-development programs, subject matter and school culture. Integrating character education in schools is carried out by integrating self-development programs, subjects and school culture (Masrukhan, 2016; Nuriyatun, 2016).

1. Integration in Personal Development Programs

Forms of integrating the character of discipline and responsibility in self-development at SDN 99/X Sidomukti include routine activities, spontaneous activities, role modeling and conditioning as follows.

- a. Routine Activities

Routine activities that take place at SDN 99/ These activities can develop the character of discipline and responsibility in students. These activities are activities that every student and teacher must carry out continuously. Routine activities are activities that are carried out continuously and consistently at all times (Trisnawati, 2013).

- b. Spontaneous Activities

Researchers can conclude that spontaneous activities carried out by school principals and teachers are providing warnings, advice, sanctions and examples to students who do things that are not orderly at school. For example, reprimanding students who eat while walking, dress less neatly, are not orderly during ceremonies, and throw rubbish carelessly. Other students will also always remind students who do something bad and report it to their teacher. Apart from that, in the curriculum there are also spontaneous habits that students must do at school, namely: getting used to giving greetings, getting used to kissing parents and teachers' hands, getting used to eating and drinking without standing up, getting used to throwing rubbish in its place, getting used to reprimanding/resolving conflicting opinions. correctly, get used to the culture of queuing, and get used to LISA (See Garbage Pick Up) spontaneously. Spontaneous activities are activities that are carried out spontaneously at that time when facing a certain situation (Trahati, 2015).

- c. Exemplary

From the research results, it can be concluded that school principals and teachers try to arrive early, especially teachers who are assigned to picket schedules must be at the gate to greet students. The principal and teachers dress neatly according to the daily uniform and speak

politely. Apart from that, school principals and teachers make it a habit to throw rubbish in the right place and always keep the environment clean. The principal and teachers will reprimand students and invite students to pick up rubbish together when they see rubbish scattered around. Exemplary is the behavior and attitude of teachers and other education personnel in providing examples of good actions, so that they are expected to become role models for students to emulate (Puspitasari, 2016).

d. Conditioning

Conditioning includes the availability of school facilities and infrastructure in implementing discipline and responsibility character education. The school provides clean and adequate toilets, uses finger printing for teacher attendance, facilitates students with a healthy canteen, has complete classroom cleaning tools, adequate sinks and trash cans. Matter. To support the implementation of character education, schools must be conditioned to support this activity (Khotimah, 2016).

2. Integration in Subjects

Integrating character values in subjects by including character values in the syllabus and learning implementation plans. The integration of character values in subjects obtained by researchers from research results at SDN 99/X Sidomukti means that the school includes character education in the school curriculum and then the teacher writes down the character values developed in the learning implementation plan. These character values are also included in the core competencies in student books and teacher books.

In the learning process, teachers always reprimand students who cheat, are disorganized or cheat when doing assignments, remind students who picket, remind them of extracurricular activities held after school. Teachers get students used to doing assignments according to the provisions, for example collecting student assignments according to the time given, students who have not finished are asked to complete them after coming home from school, waiting for the teacher.

3. Integration into School Culture

School culture-based character education design tries to build a school culture that is able to shape the character of students with the help of school social institutions so that certain values are formed and internalized in students. The form of integrating character values into school culture at SDN 99/X Sidomukti includes classroom, school and out-of-school activities as follows.

a. Class

In creating order in the class, each class has a class organizational structure, class picket schedule, and class rules. Teachers give sanctions to students who do not implement these rules. Apart from that, students who do not carry out assignments in class are also given sanctions according to the collective agreement. Sanctions given to students are of course sanctions that are educational and useful for students.

b. School

Integrating the character of discipline and responsibility into school culture is carried out with school regulations, namely school rules and regulations. Rules apply to teachers and students. Each classroom has teacher and student rules posted on the class notice board. On the school yard there is a banner for the school's vision, mission and goals. Sanctions and warnings are also applied to both students and teachers who violate school rules. Apart from that, school residents are also always encouraged to instill positive habits in the school environment such as arriving on time, throwing away rubbish in the right place, dressing neatly and politely, and instilling a sense of responsibility. School activities carried out include competitions to commemorate the Independence Day of the Republic of Indonesia. These activities are listed in the school's academic calendar. Integrating character values into school culture through various school activities which are participated in by all students, teachers, principals and administrative staff at the school, designed by the school from the beginning of the school year, and included in the Academic Calendar and which are carried out daily as part of from school culture.

c. Outside School

From the results of the research, researchers can conclude that the integration of discipline and responsibility character through activities outside of school, namely school extracurricular activities and activities with student guardians. The mandatory extracurricular held at SDN 99/X Sidomukti is scouting. These extra activities are carried out according to each individual schedule, but have not been included in the school academic calendar. Activities outside the school, through extracurricular activities and other activities participated in by all or some students, are planned by the school from the beginning of the school year, and included in the Academic Calendar.

## CONCLUSION

Based on the results of the research and discussion, this study concludes that the implementation planning of character education in discipline and responsibility at SDN 99/X Sidomukti is carried out by incorporating character education into school regulations and school rules, then socializing it to the school community. The implementation of character education in discipline and responsibility at SDN 99/X Sidomukti is conducted by integrating discipline and responsibility characters into self-development programs, subjects, and school culture. The integration of character values into self-development programs includes routine activities, spontaneous activities, role modeling, and conditioning. The integration of character values into school culture includes classroom activities, school activities, and extracurricular activities. The evaluation of the implementation of character education in discipline and responsibility at SDN 99/X Sidomukti is carried out by assessing students' attitudes, which are then discussed collectively during meetings with teachers and the school principal.

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