

## The Development of Discipline Character in Taruna Nusantara Senior High School (SMA Taruna Nusantara)

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### Abstract

The study of the development of discipline character took place in Taruna Nusantara Senior High School (SMA Taruna Nusantara). It was aimed at knowing what, how and why the discipline character development was conducted in SMA Taruna Nusantara. Moreover, the method used was qualitative by utilizing interview, observation and document analysis as the research instruments. Once the data collected by the instruments and furtherly analyzed, it was found that the character development conducted in SMA Taruna Nusantara covered tiered stages. The first stage was instillation. In this stage, the values of courtesy were instilled in students to become their habit. The values were realized in the way the students formed a line and gave respect to elder by raising hand. The second stage was growth stage. It was realized in any guidance given to students during their activities. The third stage was development stage. In this stage, students were given tasks such as tasks given to students' council (OSIS), class representatives, school cooperative, the committees of national days commemoration. The last stage was consolidation. This stage dealt with the responsibility of students to do any activities which were directly associated with society life. Lastly, such behavior habituation processes in social engineering are done continuously and consistently by all citizens of SMA Taruna Nusantara.

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## INTRODUCTION

Character education development becomes the center of attention of today's globalization era caused by a lot of negative behaviors occurrence such as juvenile delinquency, promiscuity, and brawl between students. One of them, namely juvenile delinquency, apparently have already led to harmful things. In relation to this, according to the record of Polresmagelang.com website, there found 2 cases of students brawl at end of 2018. The realization of such undisciplined behavior by students is in accordance with the results Tu'u study (2004) which reveals that the form of undisciplined behavior of students often occurs such as: truancy, not doing homework, disrupting the lesson in class, chatting with friends during the lesson, late in attending the school, bringing cigarettes and smoking in school environments, engaging in drug use and fighting.

Educational institutions are beginning to develop boarding school with the aim of ensuring that children gain the absolute national education objectives. Boarding school education system is a system which require students to live in a dormitory and stay there for a specified time.

According to the study of Irvan, P. (2016), the role of boarding school in developing the character education of learners, including: instill the values of *santri's* (student of islamic boarding school) character education, familiarize the values of *santri's* character education, apply *santri's* character education values, evaluate *santri's* character education values.

SMA Taruna Nusantara is a boarding school concerning about character education development. Through its students having different backgrounds such as ethnicity, economic, or religious backgrounds, SMA Taruna Nusantara equips them with 3 aspects of education. One of them is Personality (character). The character of discipline in SMA Taruna Nusantara is reflected in the regularity of students' behavior such as the well-dressed of daily uniform, the steady movement in forming a line and respect to the elder by raising the hand.

Discipline emerges with the results of coaching that involves a number of coaches with a particular method. Unaradjan (2003) states that most of children time is spent to study in school. Therefore, school is the place where the disciplinary coaching is given by teachers. Meanwhile, other possible discipline coaches in school are employees, students and other officers. In SMA Taruna Nusantara, the teacher is called as *Pamong Pengajar Pengasuh*, that is teachers who act as caregiver and live in a dormitory environment with the students.

Student issues are of paramount concern, especially the issue of student noncompliance with regulations. The non-compliance with regulations makes students lose their characters. As a result, the development of character discipline done in SMA Taruna Nusantara needs to get important attention to be described in this research. For more, the limitation of this problem covers what is done, how to do and the reasons for the implementation of the development of discipline character in SMA Taruna Nusantara.

## METHODS

This study used qualitative research method with naturalistic type. Through naturalistic research, this study was focused on finding discipline character development model implemented by SMA Taruna Nusantara. Therefore, the questions covered: what, how and why.

Data and data sources in the study were taken with purposive sampling technique, namely Headmaster, Vice Principal in charge of Parenting and Dormitory, Guidance and Counselling teacher consultants and school regulation guidelines. Their data were collected by using interview and observation as well as document analysis. Further, the collected data were validated by using data triangulation.

This study used the data analysis technique model of Miles & Huberman (Sugiono, 2012). This model suggests that data analysis has to be done continuously until complete, so that data are saturated. Moreover, the data analysis

covered data reduction, data display and conclusion drawing/verification.

## RESULTS AND DISCUSSION

The development of student personality in SMA Taruna Nusantara was aimed at the achievement of the multilevel personality qualities that manifests each student as the main person, the main knight, and the main leader. The character of discipline in the part of the main knight aspect covered the quality of personality reflected in the attitude of honesty and courage, so that by having this quality, students' behavior would be full of discipline and courtesy.

The character development in SMA Taruna Nusantara was realized as an effort to internalize the values coming from (1) noble culture such as unity, togetherness, cohesiveness and harmony in the life of nation and state (2) The value of religion which has characteristic of social tolerance among religious people. (3) Ideology which requires love and responsibility to have the faithfulness and willingness to sacrifice. (4) The environment, that is life togetherness in the campus of SMA Taruna Nusantara where students and teachers live in the same residence that makes up the community.

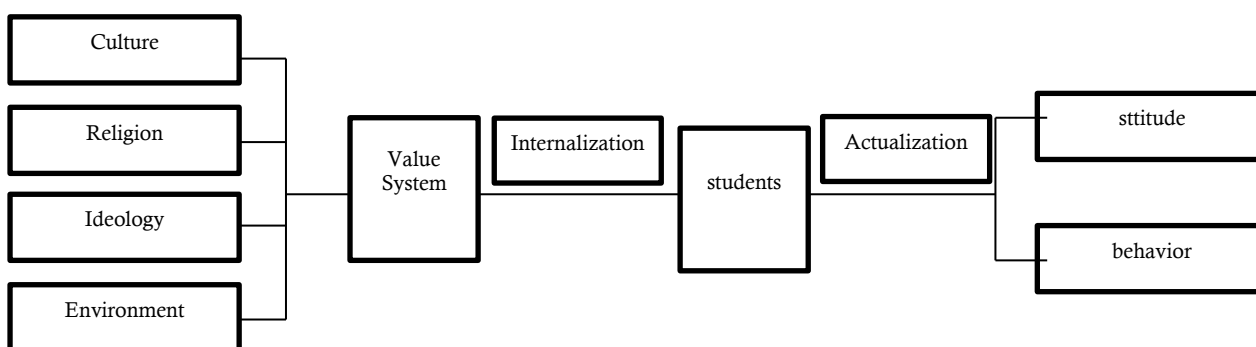


Figure 1. The Scheme of Character Building

The development of discipline character in SMA Taruna Nusantara was done by various parties. First, the Headmaster of SMA Taruna Nusantara. He is the highest official in charge of leading, managing and developing education. Second, the Vice Principal in charge of Student and Dormitory whose obligation and responsible are in the field of planning, implementation, supervision, control, and the development of coaching and parenting, boarding life and the implementation of special curriculum activities. The last, Guidance Counselling teacher consultants who serve as the assistance of character development. Moreover, the implementation of proper guidance and counseling was expected to change and develop the character of students which were initially bad. This is in line with Wingkel (2012) who argues that a guidance and counselling service is an attempt to provide assistance to the individual to understand and use efficiently and effectively all

opportunities he has for his personal development.

In realizing the discipline life of students, the implementation of the activities was based on the provisions of the order. First, the Regulation of Domestic Service Affairs, abbreviated as PUDD, is the provision on the order that must be guided by every citizen in SMA Taruna Nusantara to behave and act in everyday life. Alternatively, discipline is translated as the accuracy of behavior in implementing the rules, functioning to develop personality and culture with the habitual way of thinking, how to act, as well as how to work orderly, fast and precisely so that it can build the pattern of attitude and harmonious daily action life of SMA Taruna Nusantara. Second, *Perdupsis* (the regulations of student life) is a guideline of students in carrying out daily life inside and outside SMA taruna Nusantara. *Perdupsis* aims to shape the students themselves in order to have the nature and

attitude of the leaders and cadres of the nation's struggle of faith, honest, courageous, just and wise, so that they can be an example for society and environment.

PUDD and *Perdupsis* were provisions of order and guidance for the achievement of the orderly order. As revealed by Imron (2011) that students' discipline acts as one of the orderly attitude owned by students in school without any harmful violations. In relation to this, SMA Taruna Nusantara Headmaster is the educational leader in the school always educates to residents in the environment for the socialization of regulations. Also, the implementation of the enforcement of rules such as violations, was implemented in the form of education that aimed to minimize violations and provided side effects for other students.

The role Guidance and Counseling teacher consultants on the right duty would be able to change and develop the character of students from the not good one. This is in line with Wingkel's study (2012) which states that Guidance and Counseling teacher consultants are managed as a way to provide assistance to the individual to understand and use efficiently and effectively all opportunities he has for his personal development.

There were 4 stages of the character development activities in SMA Taruna Nusantara: Instillation, Growth, Development and Consolidation. In instillation stage, the values of courtesy were instilled in order to become a habit. The instilled values came from the values that exist in life, covering life at home, at school and in society. It contained virtue values; for example, why we should respect others, why we should help others and so on. In addition, there was also a need to instill the values of religious values, politeness, nationality, and other values in accordance with the age level or level of education of students. Moreover, the instillation stage also encouraged students to get accustomed to do good. Accordingly, in order to stick the values which were instilled, there was a need to do repetition until the students know and understand what was received and the benefits so

that students could implement them in everyday life.

In this stage of growth, the students were given responsibility in accordance with the level of development of their age, so that the expected values could grow and embed in students for further becoming their identity to form their character. In this case, parents, teachers or educators provided reinforcement or guidance as the students performed or carried out activities that contained values being grown by parents, teachers or educators.

The next stage was development stage. In this stage, the students were given tasks and responsibilities. The given responsibilities were not only for individual, but also for others according to age or level of education. At the moment, the students could be assigned tasks such as tasks in the students' council (OSIS), class representatives, school cooperative, the committees of national days commemoration, commemoration of religious days and others that might support the development of the students.

In consolidation stage, the values that have been instilled, growth and developed were then consolidated. Students were given the confidence and responsibility to conduct activities directly related to life and life in society. Of course, this activity was adjusted to the level of education, that was SMA.

The development of discipline character was done in a cycle going on continuously from the observation of students' behavior and data inventory. Then, the collected data were observed to find any positive or negative symptoms. Further, they were analyzed to decide suitable treatment such as guidance, reward, punishment or special treatment based on the analysis results. Thus, the cycle went on until attitudes were achieved according to the norms and conditions established by the school.

Other than the previously mentioned stages, drill and culture materials were provided to develop the discipline and normative habits of each student which in turn were integrated into everyday attitudes and behaviors. This customization is in line with character development proposed by Heri (2012) that

character is developed through the stages of knowledge (knowing), implementation (acting), and habits (habit).

The custom made by SMA Taruna Nusantara was in line with the operant conditioner, which was basically a new reflex creation procedure by generating stimulus. The operant behavior consists of acts that operate in the environment to produce consequences. Skinner (Corey, 2011) argues that learning activities will not occur unless there is a reinforcement.

## CONCLUSION

The implementation of activities in order to develop character is done by habituation (drill). Meanwhile, the enforcement of rules in the activities must be in line with what is done by the teacher consultant in giving treatment, whether it is reward or punishment. Further, drill is expected to foster responsibility to the community and nation, the soul of the struggle, never give up and willing to sacrifice in fighting for truth and justice values. For more, the consistency of giving punishment and rewards is aimed at awakening the individual and able to give positive side effects for other students.

The suggestions made in this study is that in order to achieve the character education success, it is required to have commitment and unanimous agreement from all education stakeholders. It is because education changes from the intellectual paradigm to the mental paradigm and the nation's character education comprehensively. At last, since this study is limited to know the implementation of development conducted by SMA Taruna Nusantara, future studies may examine further from the angle of students to find out whether the development of character discipline has been embedded in students or not.

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