

The Influence of Classroom Discipline on the Formation of Responsible Character in Students of SD Negeri Kedungpane 02 Semarang

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Article Info	Abstract
Keywords: Classroom discipline, Primary education, responsible character	Responsibility character building is an important aspect of basic education that has a long-term impact on students' personality development. This study aims to explore the influence of classroom discipline on the formation of responsibility character in students of SD Negeri Kedungpane 02 Semarang. The research was conducted through in-depth interviews with the fifth-grade teacher as the main informant. The results of the interviews showed that the implementation of classroom discipline through mutual agreement, reward and punishment, as well as student involvement in the formulation of rules can increase students' responsibility towards their duties and obligations. The teacher acts as a motivator and companion in the process of internalising the value of discipline and responsibility. However, the successful implementation of discipline is inseparable from challenges such as differences in students' family backgrounds. With consistent communication between teachers and parents, these obstacles can be minimised. This study confirms the importance of participatory and consistent classroom discipline strategies in shaping the character of responsibility of elementary school students.

INTRODUCTION

Student character building constitutes an integral part of national education goals, one of which is to instill the value of responsibility from an early age. A responsible character not only impacts academic discipline but also shapes a student's personality in navigating a broader social life. One approach believed to be capable of reinforcing this character is the implementation of planned and consistent classroom discipline. Classroom discipline serves not only as a tool to create an orderly learning atmosphere but also as a medium to internalize the value of responsibility through students' active involvement in formulating rules and administering consequences for actions taken (Rosita et al., 2022). This aligns with the view that participatory

discipline strategies provide space for students to understand the importance of responsibility toward themselves and the learning environment (Sari & Wibowo, 2023).

The teacher's role in shaping character through classroom discipline is highly essential, particularly within the context of primary education. Teachers act not merely as instructors but also as character facilitators who provide examples and guidance in the learning process of moral values (Lestari & Mahrus, 2025). In elementary schools, this role becomes critical because students are at the initial stage of forming life values and attitudes that will persist into adulthood. Nevertheless, the successful implementation of classroom discipline heavily depends on various factors, including the students' family and social backgrounds. Inconsistency in discipline values between the home and school can become an obstacle to optimal responsible character building (Yuliana & Prasetyo, 2021). Therefore, synergy between the school and parents is required to implement discipline values harmoniously.

Furthermore, a humanistic discipline approach that encourages students' intrinsic awareness has proven more effective than an authoritarian approach. Teachers who implement positive discipline strategies such as providing rewards, constructive feedback, and open dialogue are capable of enhancing students' motivation and sense of responsibility toward their obligations (Hakim & Fitriani, 2020). In this context, this study was conducted at SD Negeri Kedungpane 02 Semarang to discover firsthand how classroom discipline practices are implemented by teachers and their impact on the formation of students' responsible character. The findings of this study are expected to offer practical contributions to the efforts of reinforcing character education within the elementary school environment.

METHODS

This study employed a descriptive qualitative research design to investigate the impact of classroom discipline on the formation of students' responsible character. Data collection was carried out through structured, in-depth interviews with the Grade V teacher at SD Negeri Kedungpane 02 Semarang as the primary informant. The gathered qualitative data were then analyzed using a thematic analysis approach, which involved transcribing the interviews, coding the text, and categorizing the findings into five primary thematic axes: the implementation mechanisms of classroom discipline, the teacher's role as a moral guide, student behavioral transformations, operational obstacles and supporting dynamics, and the urgency of participatory discipline strategies. To ensure analytical rigor, the emerged themes were systematically cross-referenced and triangulated with evidence from relevant scientific literature.

RESULT AND DISCUSSION

This section outlines the results of the interviews conducted with the Grade V teacher at SD Negeri Kedungpane 02 Semarang, which aimed to discover how the implementation of classroom discipline can shape students' responsible character. Based on the interview results, several essential aspects were identified, demonstrating the relationship between classroom discipline practices and the development of students' responsibility attitudes. The following breakdown is classified into several primary thematic aspects that emerged from the interview findings and are supported by evidence in the relevant scientific literature.

Based on the interview results, classroom discipline is implemented through a mutual agreement made between the teacher and students at the beginning of the semester. These rules encompass behavior toward the teacher and peers, classroom regulations during lessons, recess time, and group discussions. The teacher also actively communicates the rules and applies a reward and punishment system to encourage student compliance. Rewards are provided in the form of praise, applause, and small gifts, while punishments are non-physical, such as recording infractions

and requiring apologies or promises of behavioral improvement. This model aligns with the findings of Sari and Wibowo (2023), who assert that applying a proportional combination of rewards and sanctions is capable of shaping a classroom climate that supports the development of student responsibility. Involving students in rule-making also fosters a sense of ownership toward the regulations, thereby making students more emotionally and cognitively engaged.

The teacher at SD Negeri Kedungpane 02 does not merely perform administrative functions but also acts as a motivator and facilitator. The teacher provides guidance, motivates students to be disciplined, and explains the importance of responsibility in the context of both assignments and social interactions. This indicates that character education does not simply convey values but also establishes habits through intensive guidance. Lestari and Mahrus (2025) mention that teachers who are capable of consistently becoming mentoring figures will be more successful in shaping a responsible character in elementary school students.

The teacher noted an increase in students' discipline in learning alongside a decrease in the frequency of infractions after the infraction-recording system was implemented. Furthermore, students became more motivated to take responsibility in order to obtain rewards. This supports the research results of Rosita et al. (2022), who found that integrating character values into learning practices and classroom rules can enhance students' self-control and commitment to tasks. Although the discipline system operates well, challenges remain arising from the students' family backgrounds. Some students bring habits from home that do not align with classroom norms. The teacher addresses this by building active communication with the students' parents. Yuliana and Prasetyo (2021) emphasize the importance of parental involvement in shaping a child's character. Synchronizing values between the home and school serves as an essential key for the character education process to run optimally.

This study demonstrates that consistent and participatory discipline strategies exert a significant impact on shaping students' responsible character. Students do not merely obey rules out of fear of punishment, but also because they feel co-responsible for the sustainability of the agreed-upon norms. In line with the findings of Hakim and Fitriani (2020), a discipline approach that actively involves students fosters the growth of intrinsic awareness and a stronger moral responsibility compared to an authoritarian approach.

CONCLUSION

The results of this study indicate that classroom discipline plays a highly significant role in shaping a responsible character in elementary school students, particularly at SD Negeri Kedungpane 02 Semarang. The implementation of discipline carried out by the Grade V teacher does not merely focus on behavioral control, but is also directed toward internalizing the values of responsibility through a participatory and educational approach. The teacher applies a system that enables students to be directly involved in formulating rules, determining the forms of reward and punishment, and fostering students' awareness regarding the consequences of their actions. This strategy has proven effective, as demonstrated by increased learning discipline, a decreased frequency of infractions, and the emergence of a stronger sense of responsibility within the students. The teacher acts not only as a classroom manager but also as a character facilitator who actively provides guidance, motivation, and exemplary behavior. Furthermore, the approach used is humanistic avoiding physical punishment and emphasizing reflection as well as social learning. Nevertheless, the success of this responsible character building is also influenced by external factors, such as the students' family backgrounds and parental involvement. The teacher faces challenges when the values implemented at school do not align with habits at home. In this regard, the communication established between the school and families becomes a crucial element supporting the success of the character education process. Overall, this study confirms that classroom discipline implemented with a participatory and consistent approach can serve as an

effective strategy for shaping a responsible character in elementary school students. These findings reinforce the importance of integration between classroom management, the teacher's role as a moral guide, and the support of the family environment in fostering a sustainable positive character in elementary school-aged children.

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