



Discipline -Based Character Education Management: A Case Study in Sindangwangi 02 Elementary School

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Abstract

Character education aims to improve the quality of implementation and educational outcomes that lead to the achievement of character building and noble ethics of students in an integrated and balanced manner in accordance with graduation competency standards. This study aims to analyze (1) planning (2) Implementation (3) Evaluation. This research is a qualitative descriptive research. The data collection in this study was carried out directly by the researcher through observation, interviews, and documentation review. Data analysis of the results of this study was carried out based on the interactive analysis model, Miles Huberman. Discipline-Based Character Education Management at Sindangwangi 02 elementary school. The results of the research and data analysis that the author did regarding the management of character education based on discipline, it can be concluded that the implementation of character education at Sindangwangi 02 elementary school is carried out in an integrated manner in every school activity through planning, implementation, and Evaluation. In planning for character education, Sindangwangi 02 elementary school takes steps to determine the vision, mission and goals, values of the nation's character, curriculum and lesson plans, socialization. Implementation of character education through learning activities through extracurricular activities in the form of scouting, volleyball and through civilizing and habituation activities, namely exemplary, routine activities including Asmaul Husna, flag ceremonies and joint gymnastics and spontaneous activities. While in the evaluation using class assessment evaluation and evaluation meetings.

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INTRODUCTION

Education in a country is the main key to the success of human resources so that the better the quality of the country's education, the better the human resources in it. Through good and quality education, individuals with the best character will be formed, with good individual character a good society will be formed, and with good community character, a good national and state character will be formed as well. The existence and glory of a nation is largely determined by its character. Only a nation that has a strong character can make itself a dignified nation and is respected by other nations (Koesoema, 2007: 47).

Character education is the entirety of the relational dynamics between individuals with various dimensions, both from within and from outside themselves, so that these individuals are increasingly able to live their freedom so that they can be responsible for their own growth as individuals and the development of others in their lives (Koesoema, 2011: 123). Character education aims to improve the quality of implementation and educational outcomes that lead to the achievement of character building and noble ethics of students in an integrated and balanced manner in accordance with graduation competency standards (Mahbubi, 2012: 42).

The low character of students is indicated by the increasing cases of fights between students and rampant cases of bullying. In addition, there are indications of low character in students, namely the low level of honesty of students which is marked by the widespread culture of cheating during tests (exams), decreased ethics in attitude and respect for elders, parents and teachers and decreased ethics in using language. polite and courteous (Hidayat, 2012: 8-9).

Observing the above phenomenon, the Ministry of Education and Culture has launched a gradual Strengthening of Character Education (PPK) starting in 2016. KDP is an attempt to cultivate character education in schools. Issuance of Presidential Regulation number 87 article 2 of 2017 concerning Strengthening Character Education. The presidential regulation explains

that character education aims to develop a national education platform that places character education as the main soul in providing education for students with public support, which is carried out through formal, non-formal and informal education by taking into account the diversity of Indonesian culture. KDP encourages education to pay attention to thinking (literacy), heart (ethical and spiritual) processing (aesthetics), and also sports (kinesthetic). The four psychosocial processes (heart, thought, exercise, and feeling and intention) are interrelated and complement each other, so that character behavior is realized.

Discipline has a very important role to achieve educational goals. One of the qualities of students in learning is discipline apart from the family environment and society itself. According to Imron (2011: 173), student discipline is an orderly and orderly state owned by students at school, without any harmful violations either directly or indirectly to the students themselves and to the school as a whole.

Sindangwangi 02 is an elementary school that applies character education in its learning. This character education is implemented through a system that is different from other schools, namely Discipline. Discipline at Sindangwangi 02 elementary school is applied from school to school, namely entering at 07.00 and going home at 12.00, if you are late there will be sanctions according to the delay. Asmaul Husna first, and rest hours for all students outside the classroom. Adequate infrastructure is also an attraction for students to attend this elementary school, there are achievements in academic and non-academic fields that are obtained every year. In contrast to other schools at Sindangwangi 02 elementary school, they apply a comprehensive disciplinary system with different assessments, namely the discipline table made by the teacher for each student. The teachers of Sindangwangi 02 elementary school also fully support the character education program in schools. This is manifested in teacher participation in every learning, extracurricular activity, as well as culture and habits that are instilled every day at Sindangwangi 02 elementary school.

In addition, the application of discipline at Sindangwangi 02 elementary school is carried out with commitment and seriousness in implementing school policies as the implementation of character education by continuing to develop character-based programs and regulations that strengthen character education.

METHOD

This research uses a qualitative approach by means of a case study, the purpose of case research is to study intensively about the background of the current situation and the environmental interactions of a social unit, individual, group, and institution or community (Sugiyono, 2012: 8). The meaning of the data can only be done if the depth of the facts obtained is obtained. For this reason, through this study, researchers were able to find as well as describe data in a comprehensive and complete manner on Discipline-Based Character Education Management at Sindangwangi 02 elementary school.

Data collection techniques are ways that can be used by researchers to collect data. According to Sugiyono (2016: 308) data collection techniques are the most important step in research, because the main purpose of research is to obtain data. In qualitative research, data collection is carried out in natural settings (natural conditions), primary data sources, and data collection techniques are mostly on participant observation, in-depth interviews and documentation. Interviews were used to collect data or information related to various policies carried out by schools in the implementation of disciplinary character education. Observations were made to see the implementation of disciplined character education through classroom learning. Documentation is used to obtain data about school rules and learning plans made by teachers.

To obtain data that can be scientifically justified, in this study, the validity of the data was checked. Sugiyono (2016: 333) states that in qualitative research, data is obtained from

various sources, using various data collection techniques (triangulation), the data is carried out continuously until the data is saturated.

Informants as well as sources of data in this study were first, the Principal of Sindangwangi 02 elementary school. Second, teachers of Sindangwangi 02 elementary school. Third, students of Sindangwangi 02 elementary school and Documents of teacher meeting results, curriculum documents, homeroom notes, evaluation notes elementary school activities, etc.

RESULTS AND DISCUSSIONS

Discipline-based Character Education Planning

According to Law Number 17 of 2007 that the long-term Development Plan of the 2005-2025 RPJPN, in which the government makes character development one of the priority programs of national development. Based on the findings in the field, the researcher can explain that the discipline-based character education planning of SD Negeri Sindangwangi 02 is in accordance with the stage of preparing the character education design of the Ministry of Education and Culture, which states that several things need to be done in the stage of preparing the character education design, including: 1) Identifying types of activities in schools that can realize character education that needs to be mastered, and realized by students in everyday life, 2) Develop learning materials for each type of activity in schools, 3) Develop implementation plans for each activity in schools (objectives, materials, facilities, schedule, instructor/facilitator, implementation approach, evaluation), 4) Prepare supporting facilities for the implementation of character building programs in schools.

The implementation of character education at Sindangwangi 02 elementary school is carried out in an integrated manner through three main channels, namely 1) integrated through learning activities, 2) integrated through extracurricular activities, and 3) integrated through cultivating and habituation activities. In learning, materials are developed that can instill character values in students. The implementation

plan of each activity in the school is prepared by a program that at least contains the objectives, materials, facilities, schedule, and instructors/facilitators supported by supporting facilities for the implementation of the program. Discipline-based character education programs are documentally integrated into the 2013 curriculum. Discipline-based character education of Sindangwangi 02 elementary school listed in K-13 starting from the vision, mission, goals, structure and content of the curriculum, educational calendar, syllabus, and lesson plan (RPP). The development of character education for Sindangwangi 02 elementary school is socialized to school residents such as teachers and students as well as to parents and the community. This is in accordance with the stages of character education development of the ministry of education and culture which states that character education development requires character education socialization and joint commitments between all components of the school community/education unit (stakeholders).

Socialization needs to be done carefully to various parties so that the character education offered can be understood and applied optimally, because socialization is an important step that will support and determine the success of character education. After the socialization, then a deliberation was held between the principal, teachers, education staff, school committees, and supervisors to get approval and endorsement from various parties in order to make the implementation of character education a success. The involvement of various parties is in accordance with the stages of character education development of the Ministry of Education and Culture which states that the implementation of character education in education units needs to involve all school members, parents, and the surrounding community.

It can be seen that the planning for character education of SD Negeri Sindangwangi 02 is divided through planning for character education in learning, planning for character education in extracurricular activities, and planning for character education in cultivating or habituation activities.

Program Implementation

There are several stages carried out, namely the implementation of character education in learning, character education in extracurricular activities and character education in acculturation and habituation.

Strengthening Character in Learning

The implementation of character education in learning can be seen from the Learning Implementation Plan (RPP). This is a character assessment in the scope of the class that is taught theoretically to students in the classroom. Each subject must include character values in its learning.

According to Mulyasa (2016), the integration model in all subjects is in accordance with the theory which states that all subjects are assumed to have a mission in shaping the positive character of students because all teachers are character educators.

The implementation of character education in schools from the Ministry of Education and Culture (2010), states that at the planning stage of learning the syllabus, lesson plans and teaching materials are designed so that the content and learning activities facilitate / have an insight into character education. What teachers do is to make syllabus, lesson plans, and teaching materials with an insight into character education in accordance with the guidelines for implementing character education in schools from the Ministry of Education and Culture by adapting the syllabus, lesson plans, and teaching materials that have been made/existing by adding/adapting learning activities is to facilitate the recognition of values, the realization of the importance of values, and the internalization of values. (Ministry of Education, 2010: 32).

It can be seen that the teacher makes lesson plans in the form of a syllabus, and RPP (Learning Implementation Plan) at the beginning of the turn of the new school year.

From the results of the interviews, the authors concluded, for the recruitment of superior class teachers, they were taken from regular class teachers at first, indeed there was no special selection, but superior class teachers were

not only seen from their superior teaching competence, but also highly valued in seriousness during teaching, sincerity while educating students, superior class and regular class. In addition, the statement was strengthened by the Head of Madrasah who explained that in principle, we apply the same for superior and regular teachers with regard to teacher quality, indeed we are a bit different, so for teachers who graduate from Masters, we focus more on being superior, even though we can't do that as a whole. because they are excellent children so the teacher should be like that too.

Character Strengthening in Extracurricular

Based on the findings in the field through interviews with school principals, researchers can explain that the planning of character education in extracurricular activities at SD Negeri Sindangwangi 02 is in accordance with the guidelines for character education extracurricular activities of the Ministry of Education and Culture, which states that planning for extracurricular activities in the education unit is carried out through stages (1) analysis of the resources needed in the organization of extracurricular activities; (2) identification of students' needs, potentials, and interests; (3) determine the form of activities held; (4) seek resources according to the choice of students or channel them to educational units or other institutions; (5) arrange Extracurricular Activities Program.

Strengthening Character in Cultivating and Habituation Activities

Based on the findings, the researcher can explain that the planning of character education in the civilizing and habituation activities of SD Negeri Sindangwangi 02 is designed at the beginning of the school year. This is in accordance with the guidelines for implementing character education from the Ministry of Education and Culture, which states that school activities participated in by all or part of students, teachers, school principals, and administrative staff at the school, are planned from the beginning of the school year, entered into the Academic

Calendar and done every day as part of the school culture.

The types of activities planned in developing school culture are carried out through self-development activities, namely: routine activities, spontaneous activities, exemplary, and conditioning.

Planning for character education in the cultural activities of SD Negeri Sindangwangi 02 includes exemplary, routine, conditioning, spontaneous, and conditioning activities. Routine activities held by SD Negeri Sindangwangi 02 include flag ceremonies, joint gymnastics, Asmaul Husna.

Program Evaluation

The program assessment aims to assess the effectiveness of the implemented program, the process assessment aims to determine the activities and participation of students in learning, while the outcome assessment aims to determine learning outcomes or the formation of competencies, and the character of students (Ministry of National Education 2010: 22-23). According to Mulyasa (2012) states that there are various models of education, such as observation, anecdotal records, interviews, benchmarking, portfolios, multilevel scales, and self-evaluation.

Evaluation of character education is made by the principal and the teacher council based on findings or reports from anyone regarding the attitudes and behavior of students, teachers and school staff. The evaluation of character education that is integrated into each subject has its own format. This format is listed in the Lesson Plan (RPP) for all subjects.

The evaluation was carried out by sd negeri sindangwangi 02 by assessing learning outcomes based on the results of the assessment process that had been carried out. The results of attitude notes related to the implementation of character education are then discussed at an evaluation meeting held at the end of each semester. The results of the evaluation came from the class teacher/ homeroom teacher, school principal and disciplinary records.

CONCLUSION

Based on the results of the research and data analysis that the authors did regarding the management of character education based on Discipline, it can be concluded that the implementation of character education at SD Negeri Sindangwangi 02 is carried out in an integrated manner in every school activity through Planning, Implementation, and Evaluation. In planning the character education of SD Sindangwangi 02, it takes steps to determine the vision, mission and goals, values of the nation's character, curriculum and lesson plans, socialization. Implementation of character education through learning activities, through extracurricular activities, and through civilizing and habituation activities. While in the evaluation using class assessment evaluation and evaluation meetings.

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