

Implementation Of Discipline Character Education For First Grade Students At SDN 5 Sigar Penjalin In The 2024/2025 Academic Year

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Abstract

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This study aims to describe the implementation of disciplinary character education for grade 1 students at SDN 5 Sigar Penjalin in the 2024/2025 school year. This research was conducted at SDN 5 Sigar Penjalin with 21 students, collecting data by means of observation, interviews, and documentation. Meanwhile, to test the validity of the data using source and technique triangulation. This type of research is field research (field research) which is descriptive qualitative in nature by taking location at SDN 5 Sigar Penjalin. The results of research and data analysis can be concluded that habituation is carried out from the arrival of students to the return of students. Starting with welcoming students in the school yard where the 5S habituation was in the form of smiles, greetings, courtesy and shaking hands with teachers and saying and answering greetings, after the bell rang it continued with prayer (al-fatihah, shahada and its meaning, prayer for learning, prayer for both parents). In addition, students are also accustomed to always be disciplined in terms of responsibility to always bring equipment during ceremonies such as using hat attributes, ties and always tucking in clothes. The teacher also gives another habit by always reminding students to be disciplined in returning books when they have finished reading them to make them tidier.

Keywords: *Student habituation, discipline character, character education, responsibility attitude*

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INTRODUCTION

Character is a characteristic that is possessed by someone who is within. Character is a characteristic that is possessed by a person or an object and an individual. These characteristics are original and rooted in the personality of the object or individual, and are the 'engine' that drives how a person acts, behaves, says, and responds to something. states that character building is the process of carving or sculpting the soul in such a way that it is unique, interesting, and different or distinguishable from other people, like a letter in the alphabet that is never the same from one another, so people with character can be distinguished from one another. (Fadilah R., 2021).

Character is an inseparable part of the human being, a distinctive part of the character possessed by every human being. The existence of character can distinguish between one creature and another. Character is formed since it is still in the mother's womb, and will continue to always develop so that it can be our benchmark in acting, behaving, responding to something.

Character is the mental quality or quantity or morals, morals or manners of an individual which is a special personality that is the driving force and driving force, and differentiates him from other individuals. And a person can be said to have character if he has succeeded in absorbing the values and beliefs desired by society and used as morals in life. (Julaiha, 2014).

The emergence of undisciplined behaviour in students indicates that the learning and education related to character that students get at school does not have a positive impact on changing students' daily behaviour. Basically, students know that their behaviour is not right but they do not have the ability to get used to avoiding the wrong behaviour, because the character of discipline is very important for the success of students (Mardikarini, 2020).

The impact of student character is that students with good character will be able to recognise, understand, and control other people's emotions. This contributes to improving emotional well-being, reducing stress, and increasing one's self-confidence. And the positive impacts of student character are: individuals will have a strong moral foundation, good social skills, high motivation, and quality leadership skills. It also helps them grow and develop into better individuals in all aspects of life.

Disciplinary character is an attitude that must be carried out in every school or madrasah. Because discipline is a character education that can become a habit that affects learning achievement. Discipline applied in every school should help them to develop school policies and respect and control their own behaviour. Disciplinary character can be formed through the learning process. Disciplinary attitudes in children should be formed as early as possible, but it is not easy to realise all of that, especially with different family backgrounds and characters. (Musbikin, 2021).

Based on the results of initial observations that research conducted on Friday, 8 March 2024 at SDNN 5 Sigar Penjalin, SDN 5 Sigar Penjalin has implemented disciplinary character education in the classroom, such as marching before entering class and praying before learning.

Based on the results of interviews with Mrs Baiq Suryani S, Pd, grade 1 teacher of SDN 5 Sigar Penjalin, character education learning has been applied to every student or student of SDN 5 Sigar Penjalin. But it is still not optimal, especially in grade 1 because they still don't really understand the character education, but the teacher will continue to guide grade 1 students to learn the character. Therefore, teachers or homeroom teachers should start teaching discipline in the classroom and outside the classroom. And after that the teacher and principal will evaluate the character of the students or learners so that they have good character in the school environment and in the surrounding community.

The description of good student character is always obeying the rules in the classroom and always listening to the teacher and being polite to the older ones. The description of good student character always teaches about moral values, always gives good examples to friends, shows empathy for friends, always gets used to helping each other, teaches students to always give opinions, and always teaches to work together in terms of making class rules.

As for the stage of intellectual development of children aged 2-11 years or in the pre-operational and operational phases, children generally have different

characteristics. And as for the character of children, namely, happy to play, happy to move and be active, like groups and like to imagine, like to do things directly, like to disturb and want to be noticed, and like to try new things. Because at the age of grade 1 children are still happy to play and do new things, we must be able to teach student character by playing or freeing children to create themselves.

From the background explanation above, the research is interested in conducting a study entitled 'Implementation of disciplinary character education for grade 1 students at SDN 5 Sigar Penjalin in the 2024/2025 academic year'.

RESEARCH METHODS

This type of research uses qualitative field research, which is a research procedure in the form of written and oral words from people or the behaviour of informants that can be observed. The primary data needed can be in the form of the results of interviews with observations. The term qualitative research according to Kirk and Muller (2010) (in Kaelan) was originally sourced from qualitative observation. The characteristics of qualitative research lie in the object that becomes the focus of research. Qualitative research does not emphasise on quantum or quantity, so it emphasises more on the quality aspect in a natural way because it concerns the understanding, concepts, values and characteristics inherent in other research objects.

The research location is a very important thing for researchers to know, because the place is used by researchers to find the required data sources. this research was conducted at SDN 5 Sigar Penjalin. Primary data can be defined as data collected from the original source. Primary data is usually obtained by field research using proprietary or original data collection methods. Secondary data can be interpreted as a data source that does not directly provide data to data collection. Secondary data in this study, namely, documentation.

Observation is the collection of data through careful and systematic investigation. In this study, researchers used systematic observational techniques. (alfani, 2018). An interview is a dialogue between two or more people conducted by the interviewer and the interviewee. There are also those who reveal that the definition of an interview is a form of expression communication carried out in a structured manner by two or more people, either exclusively or remotely. (Yuhana, 2019). Documentation can be defined as providing or collecting evidence or information. Another definition of documentation is the work of collecting, collating, and managing literary documents that are considered useful for recording all human activities and for use as information about various matters.

Data analysis in qualitative research is carried out during data collection. As stated by Miles, Huberman and Saldana, that qualitative data analysis has three streams of activities that occur simultaneously. Activities in data analysis, namely: Data Condensation, Data Display, and Conclusion Drawing/Verifications. (Saldana, 2014). The data validity techniques are as follows. Source triangulation, which requires researchers to draw on more sources to understand data or problems in order to obtain in-depth data and information, researchers conducted interviews with parents and teachers as well as children's friends. Triangulation of Methods, this is a simpler method of checking and rechecking both in the

classroom and outside the classroom. Time triangulation means observing how children act when they come to the primary school to participate in activities and when they leave.

RESEARCH RESULTS

The implementation of student character education through habituation is carried out in stages and conceptualised. In the first stage: the school evaluates the previous programmes, then begins to emphasise habituation by arranging teams/groups of picket assistance and when praying in congregation, and carrying out training and guidance for teachers related to student character education.

The second stage: the school conducts socialisation, including teachers and staff, students and parents. Socialisation is carried out at the beginning of the new school year. Socialisation for parents is in the form of a parents' meeting which is also filled with coaching and providing insight into the ways parents can support their children's education so that it is in line with the education provided by the school. The implementation of student discipline character education through habituation is accompanied and carried out by all teachers and employees to students while at school. Student assistance outside of school and at home is the responsibility of parents. Stage three: this stage is the evaluation stage. This is done periodically in teacher and staff meetings.

Based on the data obtained, the implementation of student discipline character education through habituation is very good. This is based on the attitude of teachers and employees who have been able to become role models or examples for students including school leaders and also many students who have been able to internalise the values and characters that are implemented well at school, outside school and at home. although there are still students who violate the rules set by the school. This is supported by the leadership of the principal who coordinates and reprimands the teachers concerned and conducts direct supervision of teachers and students.

The results of this study are reinforced by research from Nuraini, Samsudin & Insan (2021) that the attitude of a person's actions is created and trained through a series of normative behaviour processes. It is necessary to make repeated habituation efforts in order to train students to become accustomed to the implemented habituation. Therefore, SDN 5 Sigarpenjalin has implemented habits that are inseparable from efforts to form positive character values in life.

One of the character values expected from this habituation is discipline. Based on the theory of disciplinary character, discipline is an action that shows orderly behaviour and obeys the rules. The word discipline has the meaning of punishing, training and developing self-control (Rahmat, Sepriadi, & Daliana, 2017: 230). In this case, the madrasah applies rules that must be obeyed by every student.

One more rule made by homeroom teachers with students. Every student is obliged to obey the applicable rules that have been determined by the school, the vice principal of student affairs and their respective homeroom teachers. Starting from the presence of students coming on time related to discipline towards time, and discipline towards regulations in the form of permission when not entering, dressing neatly, not saying dirty or mocking each other and so on. So it can be

concluded that through habituation that is applied can form positive characters, one of which is the character of discipline.

Therefore, make habituation the beginning of education. This is an effective way of shaping good character for children. Then these values will be able to be used in everyday life. Of course there are obstacles faced in the application of disciplinary character education, but almost all schools can handle it well and of course this positive value can later be attached to students.

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