

The Effect of Disciplinary Board Learning Media Based on The Problem-Based Learning on The Students' Discipline and Responsibility Character Improvement

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Abstract

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The learning process will be effective if it is aligned with the student's readiness to obey the rules and regulations of the school that reflects their discipline and responsibility characters. The learning is designed 'by' employing the board of discipline as a medium that can provide an understanding of the discipline guidelines for school participants. This study's aim was to examine the students' improvement of discipline and responsibility characteristics by applying the disciplinary board media based on a problem-based learning model. The study used a quantitative method with a quasi-experiment design of pretest and posttest control group design. The study population used all students of class II which was determined by purposive sampling technique. Additionally, the technique of data analysis was descriptive statistics assisted by SPSS 26.0 using the N-Gain improvement test. The results showed that the use of the learning media of the discipline board which was based on the problem-based learning model affected the improvement of students' discipline character on average 44.7 with a correlation of 0.463 and responsibility on average 43.13 with a correlation of 0.535. The use of disciplinary board based on a problem based learning model has a positive effect on improving the character of discipline and responsibility of students simultaneously.

Keywords: Learning Media, Disciplinary Board, Discipline Character, Responsible Character, Problem-based learning

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INTRODUCTION

The mission of implementing the National education does not only emphasize the development of science and the smart national generations but also the development of character education. Character is innate in an individual in the form of traits, personality, character, and behavior that are expressed in everyday life (Salsabilah et al., 2021). The running of the education process must be able to develop several aspects that are needed by the nation's generation to be ready for the sake of the nation. To support the achievement of these goals, character building is part of the Indonesian national development program. As mandated in Law No. 20 article 3 of 2003 concerning the National Education System, there are 18 characteristics that need to be embedded in each individual, including religious, honest, tolerance, discipline, hard working, creative, independent, democratic, curiosity (critical), national spirit, love for the country, respect for



achievement, communicative, peace-loving, fond of reading, environmental care, social care, and responsibility.

The current moral degradation is influenced by the increasing number of student delinquency. Among several juvenile delinquencies that often occur according to Widodo et al. (2016) he found that the general delinquency of students or even many frequent violations in schools often happened such as showing behavior that did not pay attention to neatness, did not pay attention to explanations, showed aggressive behavior by acting negatively towards other students, did plagiarism, made and planned physical and verbal threats to other students or even directed at teachers, did not obey the teacher's directions, skipped class, and committed acts of stealing. These juvenile delinquent behaviors are actions that reflect deviant behavior and violate the discipline of students at school. In addition, according to Koesoema (2014), the delinquency of students outside of school that is currently happening is very alarming and causes unrest within the society. The deviant behavior of students that occurs in the society includes many cases involving teenagers as a young generation in fights, violating norms by binge drinking, using narcotics, bullying behavior between friends and the community, early smoking, and so on. Various actions and concrete manifestations of deviant behavior among adolescents which currently continue to increase can be a problem behind the action of student indiscipline in obeying school regulations. Such behavior according to Kurniawan (2013) can be formed in a person against the background of a habit that is often done, the attitude shown to perceive and interpret a condition and the words spoken to others.

Character is a person's personality that is applied through behavior that indicates goodness. Besides, behavior is a form of understanding in carrying out roles, functions, and duties in order to have a sense of responsibility for the mandate given (Melati et al., 2021). The character building from an early age is necessary to be implemented in order to minimize the bad habits that would become common place and continue to be done. Therefore, the disobeying activities that occur due to indiscipline become even worse. The importance of improving discipline in schools involved all people in the school environment. It is done from the design, implementation, to assessment. Teaching the character education is also related to school management. Discipline is the national expectation now. It is where discipline becomes a solid foundation in developing the character of students in schools. Maskuri (2018) suggested that the purpose of discipline character building in schools is to provide the encouragement and support the students to show the positive behavior, and be able to adapt to all the demands of the rules in the environment so that they are trained in controlling every action.

There are several elements in character, such as discipline and responsibility. Discipline is an action that shows orderly and obedient behavior to various rules and regulations. The indicators of discipline are making a habit of being on time, making a habit of obeying the rules. Similarly, responsibility is an attitude and behavior of a person to carry out his duties and obligations that he should do. Some indicators of responsibility include doing assigned picket duty on schedule, and actively participating in school activities.

Discipline and responsibility are the two main characteristics that are needed to support the learning activities. Discipline is a form of awareness of a person to do everything based on the values, norms, and rules that have been determined and applied in society (Melati et al., 2021). The development of disciplinary values as a driving factor in improving the character of discipline in children can be a motivation that arises intrinsically with the aim of spurring student motivation to be able to study hard so that learning goals would be achieved.

The early embedding of disciplinary character in children, especially students who are in the stage of growth and participation in the learning process intensively, will simultaneously foster other characters, one of them is the character of responsibility. Responsibility is a character that represents courage, readiness, and determination in accepting decisions and actions taken either intentionally or unintentionally (Apriani & Wangid, 2015; Yuliyanto et al., 2018). With responsibility, a person's character can be formed that can make them as an individual who reflects social attitudes to be responsible, enforce the discipline, and do all their duties as well as possible. Therefore, the character of responsibility within students can be realized by carrying out the tasks that have become their obligations to be performed. In the education process and learning activities, it is not only the teacher who has the responsibility in designing learning facilities but also students as the main members in the education environment who have the responsibility to learn and follow learning activities properly. Therefore, the awareness of student responsibility can also improve the character of discipline in students.

The importance of character education in the midst of a number of decreasing characters in the younger generation, especially the characters of discipline and responsibility can be pursued through the learning design that is able to be a medium for improving these two characters (Melati et al., 2021). The learning process is designed with the assistance of interactive learning media. One of them is the application of disciplinary learning media which is considered appropriate to encourage active participation of students in teaching and learning activities and become one of the learning media that can help provide an understanding of abstract teaching materials. Learning media is a supporting facility in learning in the form of audio-visual media, audio media, and visual media (Laila, 2020). The application of learning media is considered as a solution that can be applied by educators so that the learning process is able to provide the meaning of knowledge so that it can balance students' cognitive, affective, and psychomotor development.

The use of disciplinary board learning media can train students to recognize, know, and practice the values, norms, and rules to run social life in the school environment as well as in the family and society. The disciplinary board will provide students with materials that include rules and regulations in their daily lives. The use of disciplinary board learning media can be applied with the assistance of a problem-based learning model. The problem-based learning model is a learning model that can train students to solve a problem by thinking critically and actively (Kusniati et al., 2019). Students not only understand the various values and norms contained in some regulations, but are able to provide a real

illustration of all actions taken if they are in conflict with the rules, values, and norms that have become the order of community life. The learning process is thereby able to present various problems that require students to be able to develop problem solutions to the various problems caused. Therefore, this research discusses the application of problem-based learning media in improving the discipline and responsibility character of elementary school students.

The problems that were found when conducting interviews with the class teacher were the low level of discipline and responsibility of students. There are many students who often come late to school, enter and leave the class without asking permission from the teacher, ignore the teacher when arguing, make noise in class, and so on (Melati et al., 2021). Then, teachers also still use monotonous learning media and use uninteresting learning models so that students' interest in implementing discipline and responsibility is very low. In addition, teachers also still use a learning model that is still teacher-centered. Research conducted on efforts to enforce discipline through the implementation of school discipline based on problem-based learning can be interpreted that through a problem, students can solve problems and draw solutions by using a problem-based learning model and media board of discipline, so that through problems can be found win-win solutions so that students can overcome these problems (Yuliyanto et al., 2018).

Based on the research of Puspitaningrum (2014) and Nurfadhillah et al (2021), the problem at school regarding the formation of students' disciplinary attitudes through the implementation of school rules explained that habituation of school rules to students related to entering school student obligations, prohibiting students, dressing matters and sanctions, having teachers become examples so that students imitate what the teacher does, and conditioning students to obey the school discipline and providing warnings and sanctions for students who break the school discipline rules. Furthermore, to habituate the school discipline, the school must also conduct a socialization activity about how important the school discipline is to be carried out by the students at school. The socialization can be done by pasting the discipline poster on each wall magazine in the school so that it can be read and implemented by students. On the other hand, constraints in the implementation of student discipline consist of students' lack of understanding of the rules that are enforced, lack of student self-awareness in complying with the rules, differences in student character, influence from the outside environment, lack of maximum supervision of discipline and the existence of social interests in schools become obstacles in efforts to implement discipline optimally. The strategy of Pancasila and Citizenship Education teachers in applying discipline to students is quite diverse, through exemplification, giving direction or communication and by adapting discipline to the conditions of the times.

In accordance with this matter, the researcher is interested in conducting an examination of the application of problem-based learning media in a form of the disciplinary board to improve the character of discipline and responsibility of students. Furthermore, some studies have examined the discipline and responsible characters separately, but no one has examined both of them together. Therefore, this study will examine both of these characters by using problem-based learning media.

RESEARCH METHOD

This research used quantitative approach with quasi experimental design. Quasi-experimental research aimed to find out between variables involving control groups and experimental groups. In the quasi-method, researchers must provide treatment and examine the changes from the treatment that has been given. The research was conducted using a Quasi Experiment with a time series design that only used an experimental group.

The population of the research was all grade II elementary school students which consisted of 2 classes, grade II A and II B with 60 students. The sampling technique in this study was using saturated sample technique. This sampling technique is a sample collection technique when all population members are used as samples (Sugiyono, 2017).

The techniques used by researchers in collecting data in this study are observation, questionnaires, tests, and documentation. In this study, researchers observed teachers and students in conducting learning using the Code of Conduct media. In addition, in this study also used a questionnaire to find out variable X, namely to find out how the use of the Code of Conduct media on improving the character of discipline and responsibility of grade II students with a total of 30 statement items. The questionnaire that researchers used was a Likert scale questionnaire where the answers that would be obtained were in the form of answers always, often, sometimes, and never.

In this study, researchers also used tests to determine the Y variable, that is, the student learning outcomes before and after using the disciplinary board media in learning. The tests used in this study were pretest and posttest tests in the form of tests with a total of 30 questions containing student respondents to the media board of discipline. Researchers also used documentation techniques to obtain student data and documents needed by researchers.

The data analysis technique used in this study is using the help of SPSS 26 for Windows software through descriptive analysis with the help of descriptive statistics. Meanwhile, the correlation test was used to determine the relationship between the use of the discipline board media and the improvement of discipline and responsibility characters. The N-Gain test was used to determine the increase in the character of discipline and responsibility. The data analysis technique was carried out using the help of SPSS (Statistical Package for the Social Science) version 26.0 software.

RESEARCH RESULTS AND DISCUSSION

Based on the initial data analysis of the discipline character of the grade II students, the experimental class obtained an average of 38.97 and the control class 38.97.

Tabel 1. Descriptive Statistics of Student Discipline Character Pretest

	N	Mean
Pre-Test Eksperimen	30	38.97
Pre-Test Kontrol	30	38.97
Valid N (listwise)	30	

This score indicated that there was no difference in the initial character of discipline between the experimental class and the control class. The initial data of the two different classes is reinforced by the results of observations and documentation which show that the behavior and actions of students while at school do not reflect the real form of obeying the rules and ignoring the existence of regulations set by the school to create an orderly school that can lead to the success of learning activities.

The use of learning media based on problem-based learning models that differ between experimental and control classes can have an influence on the final results of increasing the discipline and responsibility of students. The final data analysis of the experimental class obtained a result of 44.70 and in the control class of 42.20.

Tabel 2. Descriptive Statistics of Posttest of Discipline Character of Students

	N	Mean
Post-Test Eksperimen	30	44.70
Post-Test Kontrol	30	42.20
Valid N (listwise)	30	

The improvement in the experimental class was higher than the control class which experienced a lower increase. Meanwhile, based on the results of the N-Gain test, it showed that the experimental class after applying the disciplinary board media experienced an increase in the average value of Gain of 0.263 with a low category classification on student discipline character.

According to Suprihatinigrum (2013), applying a problem-based learning model by using real-world problems as a context for students to learn through the process and critical thinking and problem-solving skills, so as to obtain essential knowledge and concepts from the material studied. Through the PBL learning model, students not only know the rules but also can provide a comprehensive understanding of the causes and consequences of school rules. The process of thinking critically and being able to solve problems for various actions taken when not understanding the rules and regulations in action, will form students as disciplined individuals formed by self-awareness. According to research by Afifudin (2017) that through the application of problem-based learning models, it can improve the discipline character of students which is classified as good with 82.5 (Bintari & Ridlo, 2017). Other research results according to Paningga, Listyarani, Huda (2019) that learning using a problem-based learning model assisted by media can improve student discipline. Discipline is an action that shows orderly and obedient behavior to various provisions and regulations. Among the behaviors that show the character of discipline is getting used to coming to school on time and getting used to obeying school rules. Such behavior is a duty and obligation that must be carried out by all members of the school environment, especially students.

Self-awareness to comply with the rules as a guide to action can be an extrinsic factor in improving the character of student responsibility. Based on the results of the initial analysis, the character of responsibility of experimental class students was 39.03 and the control class was 39.07, which showed that there

was no difference in the character of responsibility in the experimental class and control class.

Tabel 3. Descriptive Statistics of Pretest of Responsibility Character of Students

	N	Mean
Pre-Test Eksperimen	30	39.03
Pre-Test Kontrol	30	39.07
Valid N (listwise)	30	

In the final analysis results after the implementation of the learning media of the discipline board based on the PBL learning model in the experimental class, there was an improvement in the discipline character of students with an average of 43.13 while the control class was 41.63.

Tabel 4. Descriptive Statistics of Posttest of Students' Responsibility Character

	N	Mean
Post-Test Eksperimen	30	43.13
Post-Test Kontrol	30	41.63
Valid N (listwise)	30	

Based on the results of the N-Gain test, the character of responsibility after applying the disciplinary board media in the experimental class improved in the average Gain value of 0.197 with a low category classification. With the PBL model, the character of responsibility is built so that students are able to solve problems when faced with violations of discipline. With this high commitment to obeying the rules, it can encourage students to be responsible (Taufikin, 2017; Busyaeri et al., 2018; Siregar, 2020). The habit of obeying the rules must become a culture in order to maximize the character education process (Triyani et al., 2020). According to the results of Baharun and ummah's research (2018) that through the PBL learning model can stimulate students' thinking activities naturally and can solve learning problems related to student morality.

Information boards are learning media that can be used as a means of delivering information to students. Based on data analysis of the influence of the disciplinary board media on the disciplinary character of students that it has an effect with a correlation interval of 0.463 with a moderate level of relationship. The results of the analysis of the influence of the order board media on the character of student responsibility have a correlation of 0.535 with a moderate level of relationship. With the order board as an information board which is used as a means and educational media can function to provide openness and clarity, as well as responsibility so that all students have access to all information (Sukmawati, et al., 2022; Nurfadhillah, et al., 2021; Khadijah, et al., 2023). The use of the discipline board as an information board makes it easier for teachers to convey the discipline as a binding regulation when students become members in the school environment. Application in the learning process that combines with the PBL learning model can make it easier to provide an understanding of

learning material, especially explaining rules and regulations through the presentation of real problems. By students' knowing and applying the rules, it can be a factor that drove the student learning success. According to Astutiria (2017) there is a significant relationship between school discipline and positive student attitudes towards student learning achievement with a very strong category. Hamid's (2019) concluded that discipline contributes to discipline, among others, it is described in the behavior of students being able to know between their duties, rights and obligations that must be carried out properly in implementing and supporting the realization of discipline in schools, students know and carry out well all activities planned by the school, and students are more disciplined in time, appearance, and attitude. The disciplinary character that is formed in each individual will form the character of responsibility for the rights and obligations and duties that must be carried out as students at school. Based on the results of the final observation in the study which shows that there are positive changes in the discipline and responsibility of students in obeying the rules. Behavior obeys the rules by arriving on time, dressing neatly, and showing high self-awareness of the tasks that must be carried out. Thus, the use of discipline board media in the learning process can improve students' discipline and responsibility character.

CONCLUSION

The learning process by applying the disciplinary board media has an effect on improving the character of discipline and responsibility of students for the better with self-awareness to comply with school rules and regulations. The use of disciplinary board media can provide students with an understanding of the rules and regulations that are the rights and obligations of students while at school. In using the media, students can find out the causes and consequences of behavior that reflects non-compliance with the rules set by the school. With the problem-based learning model-based discipline board media, the abstract rules and regulations can be concrete so that it can be applied properly.

From the research that has been done, there are several deficiencies, such as the lack of feedback from the student's parents to habituate the character of discipline and responsibility at home. Then there is still a lack of attention and care from student parents in forming habits of discipline and responsibility in students. In addition, the different economic conditions of families affect the formation of discipline and responsibility of students at school. There were students who came from underprivileged families who committed violations of discipline such as being late for school because they did not have pocket money to go to school. This situation has an influence on the formation of student discipline. Therefore, it is suggested that in the future the gaps in this research can be further researched so that a win win solution can be born in dealing with the problem of disciplinary character and responsibility better.

Based on the findings obtained during the research, the suggestions that researchers provide as input are as follows: 1) For related elementary schools: (a) It is expected to provide award points to students who never violate the rules in order to provide positive reinforcement to students in the form of motivation. (b) Schools should communicate regularly so that students know and remember the sanctions that will be received if they violate school rules. 2) For Teachers: (a)

It is expected to further improve exemplary behavior to students in complying with school rules. (b) It is expected to further improve various forms of habituation in the daily lives of students at school. 3) For students, it is expected to further increase self-awareness of the importance of discipline and responsibility in complying with school rules. 4) For Parents of Students: (a) It is expected that children are familiarized with discipline and responsibility in the family environment. (b) It is expected to increase supervision of children and establish good communication with teachers at school.

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