Implementation And Challenges Of Discipline Character Education

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Abstrak: Artikel ini membahas pentingnya pendidikan karakter disiplin dalam membentuk generasi yang tidak hanya cerdas secara intelektual tetapi juga memiliki nilai -nilai moral yang kuat, terutama di era globalisasi dan kemajuan teknologi. Tujuan dari penelitian ini adalah untuk menggambarkan implementasi dan tantangan dalam pendidikan karakter disiplin di sekolah -sekolah Indonesia. Metode yang digunakan adalah pendekatan kualitatif deskriptif melalui tinjauan literatur, yang mengumpulkan dan menganalisis data dari berbagai sumber akademik untuk memahami praktik pendidikan disiplin. Hasilnya menunjukkan bahwa disiplin berfungsi sebagai alat pendidikan untuk membentuk perilaku siswa dan mencakup berbagai strategi, seperti saran dari guru, panutan, keterlibatan orang tua, dan penerapan aturan dan program habituasi. Namun, tantangan dalam implementasi pendidikan karakter disiplin muncul dari kurangnya dukungan keluarga, pengaruh negatif teman, dan kondisi lingkungan masyarakat yang tidak mendukung. Sebagai kesimpulan, pendidikan karakter disiplin sangat penting dan membutuhkan kerja sama antara guru, orang tua, dan masyarakat untuk menciptakan lingkungan yang mendukung pengembangan karakter siswa. Penelitian ini diharapkan berkontribusi pada pengembangan model pendidikan karakter disipliner yang lebih efektif

Kata Kunci: implementasi, tantangan, pendidikan, karakter disiplin

Abstract: This article discusses the importance of discipline character education in forming a generation that is not only intellectually intelligent but also has strong moral values, especially in the era of globalization and technological advancement. The purpose of this study is to describe the implementation and challenges in discipline character education in Indonesia schools. The method used is a descriptive qualitative approach through literature review, which collects and analyzes data from various academic sources to understand the practice of discipline education. The results show that discipline serves as an educational tool to shape student behavior and includes various strategies, such as advice from teachers, role models, parental involvement, and the application of rules and habituation programs. However, challenges in the implementation of discipline character education arise from the lack of family support, the negative influence of friends, and unsupportive community environmental conditions. In conclusion, discipline character education is very important and requires cooperation between teachers, parents, and the community to create an environment that supports the development of students' character. This research is expected to contribute to the development of a more effective disciplinary character education model

Keywords: implementation, challenges, education, discipline character

Introduction

In the era of globalization and rapid technological advancement, character education is an important key in forming a generation that is not only intellectually intelligent, but also has strong moral and ethical values. Efforts to shape students' character must start early, with school as an ideal place to shape students' character. As an educational institution, schools play an important role in the development of students' character. Appropriate policies and programs can support students in developing positive character values. One of the important aspects of character education is discipline. Children who lack discipline character education tend to have difficulties in developing their social skills and self-potential (Maela, Purnamasari, & Purnamasari, 2023). Wherever a person

is there are always rules and regulations, this sentence is the basis that discipline is needed wherever a person is. In principle, compliance with rules and regulations is called discipline. Discipline regulates a person's behavior in relation to his surroundings. Without a disciplined attitude, it can be the cause of a decline in students' morale.

Based on the existing literature, discipline character education has an important role in shaping students' skills. Attitude and personality are the main factors to achieve success. Discipline is one of the basic skills needed to achieve success in various fields. Discipline not only means following the rules, but it also means having the ability to regulate yourself and achieve the goals that have been set. In the context of education, the implementation of discipline character education can be carried out through various strategies, such as the implementation of regulations and the development of habituation activity programs that are relevant to the goals of character education (Nugroho, 2020) .

The purpose of this study is to describe the implementation and challenges of discipline character education. This study aims to find out how schools in Indonesia have implemented discipline character education and what are the challenges faced in the implementation process. Thus, the results of this research are expected to contribute to the development of a disciplinary character education model that is more relevant to current educational needs.

Discipline character education is a very important long-term investment. By instilling the values of discipline from an early age, it is hoped that the younger generation can grow into individuals who are not only academically successful, but also have strong character and are able to contribute positively to society. Therefore, it is necessary to make more systematic and integrated efforts in implementing discipline character education at various levels of education

Method

This study uses a descriptive qualitative approach to describe in depth the implementation and challenges of discipline character education. The qualitative method was chosen because it allows for a richer and deeper understanding of complex phenomena. This descriptive qualitative method involves collecting and analyzing descriptive data to understand the phenomenon of discipline character education. With this approach, the data obtained will provide a comprehensive picture of how disciplinary character education is applied in various educational contexts and the challenges faced in the process.

Literature review is the main data collection technique in this study. Various academic sources such as scientific journals, books, and articles relevant to the topic will be collected and analyzed in depth. Through literature review, it is hoped that a comprehensive overview of the concept of discipline character education and the practices that have been carried out in its implementation can be obtained. Data collection through this literature review helps authors understand the broader context of the implementation and challenges of discipline character education.

Data analysis was carried out using the Miles & Huberman theoretical approach, which included three main steps: data reduction, data presentation, and conclusion drawn. Data reduction is carried out by filtering important information from the literature obtained, while data presentation is carried out through the preparation of information in the form of narratives that make it easier to understand. Finally, conclusions were drawn to identify the main patterns and challenges in the implementation of discipline character education. This approach ensures a systematic and comprehensive analysis of the research topic. By using this theory, researchers can identify and describe the implementation and challenges of discipline character education in a more systematic and accurate manner

Result nd Discussion

Discipline is a person's moral attitude that is formed through the process of a series of behaviors that show the values of obedience, obedience, order, and order based on moral values. The act was carried out because of the awareness that arose from within him to always obey the order. Discipline also serves as an educational tool to influence, change, foster and shape behavior according to the values determined and taught (Imam Musbikin, 2021).

Based on the data that has been collected, researchers can present forms of implementation of discipline character education that are effectively carried out in schools, including the following: First, giving advice on discipline. By providing advice that aims to instill discipline, students will

learn to carry out everything in an orderly manner and form a good character. The role of teachers is very crucial in encouraging students to study hard and carry out worship diligently. In certain situations, the invitation to behave well and be disciplined can be conveyed through discussion and deliberation. Islamic Religious Education teachers have tried to invite students both inside and outside the classroom. For example, in class, teachers remind students to be polite to teachers and friends, encourage them to read the Qur'an regularly, and emphasize the importance of carrying out the mandatory five-time prayer. Outside the classroom, teachers also give directions, such as making sure students' clothes are neat. With the invitation from the teacher, students can carry out all of that well (Dinata & Ali, 2024).

Second, provide examples and examples. Children are excellent imitators who need examples and figures who need to be emulated in their lives, including in the school environment. The role of teachers as educators is not limited to knowledge transfer. More than that, teachers must be real role models for students. Role models have proven to be the most effective method of shaping students' character, including moral, spiritual, and social aspects.   (Manshur, 2019) In the implementation of character education in schools, the habituation of students to behave well needs to be supported by the example of teachers and principals, as well as all elements in the school (Utami, 2019). Example is the key in shaping students' character. Teachers who are role models will leave a deep imprint on students. The values instilled through example will be a guideline for students in living life (Rohmah, Hidayat, & Nulhakim, 2021).

Third, involving parents in discipline character education. Cooperation between parents and schools in shaping children's character is very important. By involving parents in the character education program that the school has designed, it is hoped that the positive values taught at school can be applied in the daily life of children at home. In addition, active communication between parents and teachers can help address a variety of children's behavioral problems effectively (Annisa, 2019).

Fourth, the school habituation program. Habituation is repeating an action or behavior in daily life and is considered to be able to shape a person's character. Through well-designed programs, the school creates an environment conducive for students to develop their potential. School habituation programs are very diverse, including those that have been implemented at SMP Negeri 40 Bandung, namely school literacy habituation, habituation of dhuha prayer and tadarus al-Qur'an, habituation of school environmental cleanliness, habituation of preserving local culture, and habituation of respecting teachers and peers. With a variety of interesting activities, students are invited to actively participate and explore their interests and talents (Muhammad, Anonymous, &Supiana, 2021).

Fifth, the implementation of class rules. Rules are a series of activities that students must participate in during the learning process. This regulation is a provision set by teachers and students to achieve good behavior and create a comfortable learning atmosphere. In the preparation of classroom rules, agreement between teachers and students is very important to create a conducive learning environment. Classroom rules include actions that must be done and actions that students should not do during learning activities. The development of students can influence their behavior, so teachers can effectively guide student behavior through classroom rules. These rules include adhering to school and classroom rules, listening to teachers' instructions, and helping each other between friends and teachers. In other words, rules are behavioral guidelines that are approved by teachers and students to ensure good behavior during the learning process (Sihotang & Cendana, 2023).

Sixth, giving appreciation. Appreciation is the process of giving positive judgments or rewards to someone or something, and has a great impact on shaping the character of discipline. When children receive appreciation, either in the form of praise or gifts, they feel motivated to continue to improve their achievements and positive behaviors. In addition, their peers can also be inspired to achieve the same. At SDN Susukan 09 Morning, appreciation was given to students who showed a disciplined attitude, such as in dressing, coming on time, and collecting homework. This appreciation is not only in the form of speeches, but also gifts such as school supplies, uniforms, and sometimes cash according to the child's needs. The principal, Mr. Maryana, S.Pd, explained that the school provides various forms of awards to appreciate children's efforts, motivate them, and inspire other students. Compliments such as "great child" and "disciplined child" are also often used as a form of verbal appreciation that is very effective in motivating students. With appreciation, children feel appreciated and happy, which makes it easier for them to absorb the values of discipline and continue to apply these behaviors (Addawiyah & Kasriman, 2023).

Seventh, Sanctions. The sanctions applied must be educational, the school provides sanctions that aim at learning, so that it can enforce student discipline. According to the results of research conducted by Addawiyah and Kasriman (2023) at SDN Susukan 09 Pagi has stages in granting sanctions, namely: first, providing guidance to students; second, communicating with parents; and third, the school takes the best results. The sanctions given are educational, such as additional assignments, and not violent, so that students are encouraged not to repeat the mistake. Sanctions should not be physical, but rather in the form of learning or assignments, such as pickets, which also contribute to the formation of student discipline. The purpose of this sanction is to make students aware that certain behaviors do not reflect discipline and can have a negative impact. Thus, students are expected to be able to understand the difference between good and bad actions (Mustakar, Erwin, &Usman , 2024).

The cultivation of discipline plays an important role in self-control in accordance with goals and social environment. Discipline helps individuals adjust, provide a sense of security, and avoid guilt and shame, as well as motivate children to do good and enrich their personality. Discipline also contributes to the smooth achievement of one's goals (Uge, Arisanti, & Hikmawati, 2022).

Although discipline is one of the important aspects of student character development, a number of challenges often hinder this process. Some of these obstacles are lack of support from family, poor friendships, and unsupportive community environmental conditions.

The first inhibiting factor in discipline character education is the role of the family. Apart from school, students spend a lot of time at home, where the family serves as the first madrasah that has a big influence on their behavior. Different parenting styles in each family can be a problem in the education of discipline character, for example, there are those who do not pay attention to children because they are busy, do not provide examples of discipline like at school, and the factor of the long distance between home and school. In addition, incomplete family conditions, such as separated parents, can also hinder the formation of disciplined character. Without good support and guidance from the family, it can make students feel less motivated to follow the rules and norms of discipline applied in school (Briliantara & Salim, 2024).

The third inhibiting factor is the friendship environment. Peers can significantly influence the formation of a student's disciplinary character. If students are not wise in choosing friends or socializing, this can be an obstacle. Many friends can invite them to negative behavior, such as skipping, not showing up on time, or lack respect for teachers. Therefore, students need to be smart in choosing friends and getting along with those who have a good disciplinary character to support the development of positive discipline.

The fourth inhibiting factor is the community environment. An environment that has positive values greatly affects student development. The child's mindset is influenced by the surrounding conditions. Even though they spend a lot of time in school, the environmental impact of the community remains significant. If the environment does not support the development of discipline and is contrary to religious and ethical norms, this can hinder the educational process. Students who are in an environment with low discipline character tend to imitate this behavior, so their discipline character will also be negatively affected (Dinata & Ali, 2024).

Conclusion

The conclusion of this article shows that discipline character education is very important to shape student behavior in accordance with moral and social values. Discipline is not just a rule that must be obeyed, but also reflects the individual's awareness to live the existing order. With proper implementation, such as advice from teachers, example, and consistent habituation, students can learn to internalize the values of discipline in their daily lives. While there are challenges from family, friends, and community environments that can hinder this process, strategic steps can help create a supportive environment.

From this research, the author hopes that all parties from teachers, parents, and the community will work together to create an educational ecosystem that supports the development of disciplinary character. By improving communication and collaboration, as well as creating effective programs. Teachers, parents and the community can help students not only understand discipline, but also apply it in daily life. Thus, it is hoped that a good disciplinary character can be formed and make a positive contribution to individuals and society as a whole.

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