IMPLEMENTATION OF STUDENT DISCIPLINE CHARACTER VALUE AT SDN 161 PEKANBARU

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PELAKSANAAN NILAI KARAKTER DISIPLIN SISWA DI SDN 161 PEKANBARU

ARTICLE HISTORY	ABSTRACT
Submitted: 31 April 2023 31th April 2023	***Abstract:*** *This paper reports the implementation of character values, obstacles, and solutions for students, which is conducted at SDN 161 Pekanbaru. The research uses a qualitative approach. Data collection techniques used in the research include interviews, observation, and documentation. The research uses documentation because researchers conducted observations and interviews. Data collection tools used by researchers are observation sheets, interviews, and documentation. The validity of the research material is checked by asking teachers and students about problem findings and further observations. The research results indicate that at SDN 161 Pekanbaru through the implementation of the character values of student discipline, time management discipline, the discipline of obeying school rules, discipline of behavior, and discipline of doing worship, which was achieved as expected student discipline character values.* ***Keywords: character values, student discipline, elementary school***
Accepted: 10 Juni 2023 10th June 2023	***Abstrak:*** *Artikel ini melaporkan pelaksanaan nilai-nilai karakter, hambatan, dan solusi siswa yang dilaksanakan di SDN 161 Pekanbaru. Penelitian menggunakan pendekatan kualitatif. Teknik pengumpulan data yang digunakan pada penelitian meliputi wawancara, observasi dan dokumentasi. Penelitian menggunakan dokumentasi karena peneliti melakukan observasi dan wawancara. Alat pengumpulan data yang digunakan peneliti adalah lembar observasi, wawancara dan dokumentasi. Validitas bahan penelitian diperiksa dengan bertanya kepada guru dan siswa tentang penemuan masalah dan observasi selanjutnya. Hasil penelitian menunjukkan bahwa di SDN 161 Pekanbaru melalui pelaksanaan nilai-nilai karakter displin siswa, disiplin waktu, disiplin menaati tata tertib sekolah, disiplin perilaku, dan disiplin melaksanakan ibadah, yang dicapai sebagai mengharapkan nilai karakter disiplin siswa.* ***Kata Kunci: nilai karakter, disiplin siswa, sekolah dasar***
Published: 28 Juni 2023 28th June 2023	

INTRODUCTION

Education has such an important role in building the quality of a nation. Education is an integral part of human daily life. (Utami, 2019) states that in the realm of education, everything is structured, planned and directed. This is because education is the most important factor in determining the quality of a nation and state.

Annisa (2019: 1) explains that the purpose of education as stated in the 1945 Constitution is to educate the nation. According to the law, a brilliant society is not only seen from people who are experts at acting well, but also from the quality of their

education. The implementation of teaching activities cannot be separated from the existence of the curriculum. Law Number 20 of 2003 defines the curriculum as a unit, a plan that includes objectives, content and learning materials, as well as methods that guide the implementation of learning activities to achieve educational goals (Mustika et al., 2022). Several changes were made to the curriculum in Indonesia to replace changes in the 2013 curriculum, time and development of engineering science (Yanti, 2016).

The function of education is all activities carried out by educators and students. Not only in all academic activities and honing knowledge and skills, but also exemplary. That is seen from how an educator conveys the material presented according to the inculcation of existing values.

Wuryandani (Nugroho, 2020) states that school is one of the educational institutions that increases character values. An educator is the center or core of character cultivation during learning activities in class or outside the classroom (in the school environment). And schools also give educators a big responsibility to carry out learning activities while at the same time forming good character in students. Regulations are instructions or guidelines which of these regulations can create the character of obedient and disciplined students through habituation activities from the rules made (Ma'mur, 2019). The rules that are made are of course positive regulations and can build the character of students.

The word discipline comes from the Latin discere which means learning. From this word, another word emerged, namely discipline, which means teaching or training. And over time, this discipline also experienced many moral sequences. Various kinds according to experts who decide the moral of the word discipline. One of them is interpreted by Rintiyastini (Nugroho, 2020) states that discipline is interpreted as a form of student obedience in carrying out all the rules that have been determined. Not only obey the

school rules, he will also obey the rules that exist outside of school. Discipline is everything that controls a person against all forms of existing regulations (Richard, 2014). For example, being present on time, respecting time or behaving according to values and habits is often done. And so are bad and undisciplined traits aimed at people who don't care about rules. Until finally when they don't care about the rules, they won't always violate the rules that have been set.

Through one of the homeroom teachers for class III SDN 161 Pekanbaru, Mrs. A S.Pd, stated that there were several problems in the implementation of disciplinary character values at school, for example there were some students who were still lacking in discipline, which could be seen from their daily activities at school. just came late to school. This can be seen when students enter the school building and enter their respective classes while those who do not wear neat uniforms or use school attribute equipment and there are also students who still play a lot or leave class during class hours. So that the violation does not repeat itself to students, the educator will give punishment in the form of a verbal warning, warning students not to repeat the same mistake again. (Prasetya, 2014) Acts of lack of discipline can be seen from students who are still late in collecting assignments that have been given by educators, regarding the punishment given by educators for students' mistakes by giving assignments that have not been collected. Schools are trying to increase the value of the character of discipline but the school's efforts have not been able to realize students with disciplined behavior.

This is in line with Annisa (2019: 3) which states that currently there is still often indiscipline seen in students who always arrive late to school, students do not put their uniforms on, and do not submit assignments within the time allotted. In addition, there is the opinion of Utami (2019: 64) that Shiva still doesn't do cleanliness at school, for example, he doesn't throw garbage in the trash. In

addition, there is the opinion of Pamela (2020: 113) students do their assignments well, and carry out pickets to keep their class clean. Apart from that, there is also Mustika (2019: 94) regarding the understanding of PGSD students on the value of the nation's character in character education courses in elementary school. Reinforced by (Purwanti, 2020) The discipline of students who are still not abiding by school rules, can be seen from the rarity of students carrying out pickets to maintain class cleanliness.

The purpose of this study was to find out how the implementation, obstacles and solutions in the implementation of student discipline character values at SDN 161 Pekanbaru. The importance of this research is because seeing students obeying the rules at school is still relatively low, so this research was carried out to find out what are the obstacles in implementing student discipline character values at SDN 161 Pekanbaru and then to be able to get a solution.

The results of this study provide an overview of the data collected in the field through interviews, observation and documentation. In the following discussion, the results of research on the application of student discipline character values at SDN 161 Pekanbaru will be analyzed. Researchers will explain any information collected during the research process. The data that will be described includes how the disciplinary character values are used by students at SDN 161 Pekanbaru, what are the challenges faced by students, and solutions to overcome these challenges.

THEORETICAL SUPPORT
Character value
1. Definition of character values

Character values are interpreted as good norms, which then from these norms will lead to carrying out tasks properly (Nuriyatun, 2016). For example honesty, simplicity and so on. At the same time it can be said that character reflects a person's personality,

namely the way of thinking, attitude and behavior of that person (Ariwibowo, 2014: 13). Furthermore (Kesuma et al., 2013) suggests that character values are also called ideas or concepts that arise when educators set an example and act appropriately. Character values can be given when there is a psychologically believed moral form for someone. There are also considered good and bad standards of character to govern one's behavior.

2. Types of character values

Character values based on local customs and culture must be prioritized to be internalized in students through character building. The essence of character education is not just teaching students good and bad knowledge. Personality education is the process of instilling positive values in students through various appropriate methods and strategies. Character values consist of 18 character values to be expanded by teachers are: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly/communicative, love peace , fond of reading, environmental care, social care, and responsibility.

The Ministry of National Education in (Wantah, 2017) notes that various studies on religious values, social norms, regulations or laws, ethics and human rights are always associated with personality values and can be divided into five groups as follows:
1) The values of human behavior related to God Almighty: religious values.
2) The value of human behavior related to oneself.
3) The values of human behavior related to fellow human beings.
4) The values of human behavior related to the environment.
5) The values of human behavior related to nationality.

3. Purpose of character values

Wibowo dalam (Dini, Prasetya, 2018) states that customary and cultural values are instilled in students through character values. This is related to Law number 20 of 2003 concerning national education. In (Suryanti & Arafat, 2018) the implementation of character values should be comprehensive, therefore the teacher will find a solution to the problem so that the teacher can carry out the character values as expected. Based on the statement, it can be concluded that the purpose of character values is to build character values that create a just and prosperous life for students so that character values provide a responsible personality for family and society (Ningsih & Widiharto, 2017).

4. Discipline

a. Definition of Discipline

Ariwibowo (dalam Suharsini, 2018: 15) states that the term discipline in Latin can be interpreted as having another meaning, namely learning and students. Meanwhile Mustari (in Nuriyatun 2016) states that discipline is an action that shows the behavior of an orderly student in obeying the rules which has been fixed at school. Discipline is known for two terms which have almost the same meaning but are interrelated, namely discipline and order. The teacher as a leader and students as followers in the position of the school, and examples applied by students, namely school rules or regulations that aim to create conditions that are very good for the achievement of educational goals. Discipline is still related to discipline in the state of behavior of a student who carries out certain examples where to carry out before (Wibowo, 2017).

b. Discipline goals

The purpose of discipline is not only to encourage children to obey adults but also to help them exercise self-control. As previously explained, discipline must not only control student behavior, but also build student personality. The discipline that is formed is called self-discipline because initially it is external (because it is required by parents/environment) then becomes internal, integrated into the child's personality (Nuriyatun, 2020: 93). Furthermore Wantah (Hartono, 2017) states that discipline aims to increase self-confidence, overcome and prevent disciplinary problems from arising, so that they can obey the rules that have been determined which will shape their personality to become more disciplined. The purpose of discipline in children is to create standards of student behavior according to what society wants, and to help improve children's self-management from an early age. Applying the character value of discipline to each student will create a comfortable, nurturing and enjoyable learning environment by asking all class members to take a disciplined attitude to discipline the class.

c. Discipline elements

Hurlock (Utami, 2019) explains that while there are important elements that will be applied in discipline and need to be implemented by teachers at school, in the implementation of disciplinary character values there must be a disciplinary factor so that educators can easily implement and make decisions in carrying out child discipline. this can be explained as follows:

a) Regulations
Rules are something that is made to regulate individual behavior in a group, organization, institution, or community. The goal is to provide children with agreed upon guidelines for how to behave in certain situations.

b) Habits
There are two types of habits taught in schools. In short, this is the first traditional way to honor and greet elders at home, travel, school and other social activities. Two modern ways are getting up early, brushing teeth, bathing, changing clothes, praying before bed, reading books and watching TV. The methods above must be considered as

important factors in the formation of discipline.

c) Punishment

Punishment means the harm and pain inflicted on the offender, resistance or injury as a reward or revenge. Sanctions that can be imposed at school include bad grades or demotions, demotions, fines, arrest and correction.

d) Awards

Discipline is a very important factor for self-development and child behavior. Children's rewards can also be in the form of praise or smiles for children, not rewards in kind.

e) Consistency

Consistency ensures the uniformity of rule execution. Consistency is enforced when the teacher wants to apply the disciplinary personality value by giving punishment to control the child's behavior or by rewarding students to improve their behavior. Even if children have different socio-cultural, ethnic and economic backgrounds, even though their age is growing.

According to Tu'u (in Nugroho, 2020: 94) states four factors that influence discipline, including:

a) Self-awareness or self-confidence is for self-help, because discipline is seen as important for oneself and for one's success more self-confidence is the greatest motivation for achieving discipline.

b) Followers and obedience as a step to implement and practice the rules that govern individual behavior. This is a continuation of self-awareness because of self-ability

c) An educational tool or a pedagogical tool is useful for influencing, changing, encouraging and shaping behavior according to the values identified and taught

d) Punishment or punishment is an effort to awaken, correct, and correct what is wrong so that people return to behavior that is in accordance with expectations.

d. The Importance of Discipline Character

Discipline that must be possessed is personality traits that carry out discipline that must be preserved and applied to class ranks that affect student traits. Disciplined character design dictates discipline when conforming to disciplinary character values such as respect and responsibility. Personality discipline, respect and responsibility are very closely related to Lickona (Nusa, 2020). Furthermore, Slameto (2020: 95) explains that discipline is a number of factors that will affect student achievement while studying. With the lack of student discipline in learning that hinders students from achieving good learning achievement because the correct discipline is the suitability of discipline in learning. Discipline in character is still an important reason in implementing the character values of discipline in students to be able to obey rules, tolerance, and educators' decisions, namely: there are students who have a spirit of responsibility and students have the virtues of their students' nature, and students' responsibility for character within them. form members in the class. By disciplining himself, students will be ready to take responsibility for themselves as well.

METHOD

The approach used by researchers is qualitative research, in which researchers make observations through direct or face-to-face interaction at the research location. In qualitative research, researchers record certain social facts, can make observations and interviews with people who know more about the social situation in certain forms of educational institutions. The purpose of this study was to find out how the implementation of the disciplinary character values of SDN 161 Pekanbaru students, the constraints and solutions in implementing the disciplinary character values. Researchers collect information through observation and

interviews.

The purpose of this study was to find out how the implementation, obstacles and solutions in the implementation of student discipline character values at SDN 161 Pekanbaru. The importance of this research is because seeing students obeying the rules at school is still relatively low, so this research was carried out to find out what are the obstacles in implementing student discipline character values at SDN 161 Pekanbaru and then to be able to get a solution.

Research material used by researchers consists of qualitative data, where researchers use observation and interviews to manage and collect information. The main data source is the source of data in research on the achievement of student character values in elementary schools. The main sources of information provided to researchers in this study came from students, teachers and leaders of SDN 161 Pekanbaru. Secondary data sources are information that researchers obtain from various books and journals related to the research being studied. Because the main purpose of research is to get information. You will not get data that meets the standards if you do not know the correct data collection techniques.

The following is a lattice of research instruments used by researchers:

Table 1. Research Instruments

Aspek	Indikator	Sub Indikator
Discipline Character Value Student	1. Time Discipline	1. Come to school on time 2. Turn in assignments on time
	2. Discipline Comply with School Rules	1. Keeping the school clean 2. Carry out class pickets
	3. Discipline Attitude	1. Don't break the rules at school 2. No fights with friends at school
	4. Discipline in Performing Worship	1. Perform prayers on time 2. Do infaq on Friday

Research uses observation sheets as a data collection tool during the research process. The observation sheet is used to collect data through direct observation of the field. Researchers made observations about the implementation of student discipline character values in this activity. The interview guide sheet contains information about the interview activities that will be carried out by the interviewer and informant. The purpose of this interview is to obtain information from the informant about teacher problems related to the implementation of disciplinary character values at SDN 161 Pekanbaru. The existence of sound recordings from informants during the process of providing information to researchers and documentation of the results of observations and interviews will make the results of observation research more reliable.

Qualitative research data is considered valid when what the researcher writes does not differ from what happens in the field. The researchers obtained the data for this study using different techniques. Namely interview techniques, observation and documentation of obtaining information in this way is known as triangulation. There are three method triangulations in qualitative research: source triangulation, technical triangulation, and time triangulation. The triangulation carried out in

this study used three triangulation methods. In the first stage, teachers and students were interviewed to find out the problem. Furthermore, observations were made of teachers and students at a predetermined observation time. In this study, observations were also made of the learning process using observation sheets and documentation.

Teknik analisis data menggunakan teknik analisis data Miles dan Huberman. Yakni, terdiri dari reduksi data, yaitu terdiri dari langkah-langkah reduksi informasi, penyebaran informasi dan penarikan kesimpulan/pengendalian. Untuk mereduksi informasi, peneliti perlu meringkas dan memfokuskan pada isu-isu penting yang terkait dengan topik penelitian. Informasi yang dikumpulkan oleh peneliti disebut penyajian informasi akhirnya menarik kesimpulan. Setelah mengolah dan menyajikan data, langkah selanjutnya dalam analisis data adalah menarik kesimpulan dan memverifikasinya. Tujuannya adalah untuk memahami informasi yang dikumpulkan selama penelitian.

RESULTS AND DISCUSSION
Research result

Character values can be given when there is a psychologically believed moral form for someone. There are also considered good and bad standards of character to govern one's behavior. It is an obligation for educators to implement character values before carrying out learning activities. At SDN 161 Pekanbaru. In implementing the disciplinary character values at SDN 161 Pekanbaru, the researchers looked at the process of teachers and students in implementing disciplinary character values at

school. The character value of discipline is a process, application, policy in thinking, behaving, acting in obedience to students' rules and regulations that have been determined at school. At SDN 161 Pakanbaru, the implementation of disciplinary character values has been well implemented by various parties, both schools, teachers and students.

Implementation of Character Values at SDN 161 Pekanbaru
a. Time discipline

Based on the results of observations made by researchers on teachers and students, the implementation of student discipline character values at SDN 161 Pakanbaru has not been carried out as desired by the school because there are still some students who arrive late to school. Based on the results of observations, the teacher has applied the character values of student discipline at SDN 161 Pakanbaru by giving directions to students so that students can be self-disciplined and time-disciplined. Ask questions to students to find out what character values have been applied at school.

This is also supported by the results of interviews conducted prior to observation. The teacher stated that by applying disciplinary values, he admitted that students were still lacking discipline in time. Researchers asked students to find out how students understand the character of discipline and what students apply. Based on these observations, it seems that the teacher has implemented the character values of discipline at school and there are still students who are not disciplined in time.

Figure 1. Students line up before entering class
Source: Research Documentation

Figure 1 states that students come to school on time and line up in front of the class before entering the class and if the lines are neat then they will be allowed to enter the class first.

b. Discipline obeys school rules

Based on the results of the researchers' observations of teachers and students, researchers were given a form to apply a disciplinary character that was not stipulated in school rules. This arrangement is in the form of a picket implementation plan posted on the classroom wall. The rules set by the teacher, both school rules and class rules, do not involve students. However, the teacher involves students in its application in class, especially in the application of unwritten rules, namely following the teaching rules set by the teacher and agreed upon by students in class and giving sanctions if anyone violates these rules according to the punishments set. has

been agreed upon by class members as a sign that students will be discouraged and will not repeat those mistakes.

This is also supported by the results of interviews conducted prior to observation. The teacher explains that students comply with school rules, such as school cleanliness and class pickets, and comply with school rules. Researchers asked students to find out what rules they made at school and how they followed the rules at school. The students indicated that it was an obligation to follow the rules, such as keeping the school clean and picketing in the classroom, and anyone who violated the school rules would be punished.

From the results of these observations, it appears that teachers and students have complied with the disciplinary rules of the school in accordance with what has been determined by the school.

Figure 2. Class II A picket list
Source: Research Documentation

Figure 2 contains the class picket schedule which was formed with the agreement of the students in the class to keep the class clean and if there are students who violate the picket rules in the class, they will be given a penalty in the form of a sanction.

c. Attitude discipline

Based on the results of interviews conducted by researchers with teachers, the rules that have been set at school as a form so that students become more orderly in carrying out school rules, but there are some students who violate school rules and there are also some students who fight with friends at school, the reason is that students fight at school. schools are students who lack discipline because of a lack of home education so that schools do not obey the rules that exist at school.

This is also supported by the results of interviews conducted prior to observation. The teacher stated that there were still students at school who violated the rules, so the teacher had to be stricter with these students and give punishments with light sanctions so that it had a deterrent effect on these students, and also the teacher stated that students who had fights at school were due to misunderstandings and The teacher gives a warning to the students to live in harmony. The researcher gave questions to students to find out the discipline of attitudes in the form of not violating school rules and not fighting at school.

From the results of these observations, it appears that the teacher has applied attitude discipline to students at school but from the results of student observations there are some students who are still lacking in attitude discipline such as violating the rules at school and fighting with friends at school.

d. Discipline in worship

Based on the results of the interviews that the researchers conducted with the teachers in carrying out the school's worship, they had not been able to provide facilities for students, therefore there were some students who carried out their prayers at the Al-Fiqran mosque which was right next to the school, while some students did their prayers in their respective homes.

This is also supported by the results of interviews conducted before the observation, according to the teacher in carrying out the discipline of carrying out worship that schools have not been able to provide facilities for students so that some students carry out worship in their respective homes and also do infaq on Friday routines which are carried out in classroom or on the school field. The researcher gave questions to students to find out in the discipline of carrying out worship and carrying out infaq at school which became a routine for students.

Based on the results of these observations, it appears that teachers and students have applied this discipline to carry out worship at school and carry out infaq activities on Fridays.

Figure 3. Students perform prayers at the Al-Furqon mosque
Source: Research Documentation

Figure 3 shows students who perform prayers at the Al-Fuqran mosque because the school has not been able to provide facilities in the form of a room or prayer room to carry out congregational prayers together in the school environment.

Obstacles in implementing disciplinary character values at SDN 161 Pekanbaru

Based on the results of interviews conducted by researchers with teachers and students there are obstacles in implementing student discipline character values, that in the implementation of disciplinary character values there are obstacles that cause students to be less disciplined about time resulting in students coming late to school there are also several factors that result in coming late to school namely the distance students come to school is very far, constraints on vehicle facilities, and getting up late in the morning. Students who are late in collecting assignments will be given a warning and then work on assignments until break time.

Obstacles that occur in the school environment are students not keeping the school environment clean. Students work together to keep the environment clean such as doing mutual cooperation which is carried out by all students and teachers at school. With that, Mrs. Amrina gives a class picket schedule to students who work on it alternately, but if someone does not carry out the class picket, sanctions will be given in the form of fines that have been agreed upon by all students in the class.

Obstacles that are often carried out are students who are difficult to give directions who have been given warnings and sanctions that have been given but still violate the rules that already exist at school, the kinds of violations that students often do are students who still litter, late to class and late to collect assignments. The cause of students fighting at school is students who are nosy towards their friends and students who are fighting to be asked what is the cause of these fights and the teacher will provide a solution in the form of directing students so they don't fight at school again.

There are students who pray in congregation at school, for example, the dhuha prayer in congregation for the obligatory prayers. Sometimes students pray at the mosque. The obstacle is that the facilities at school are inadequate, so students still have difficulty praying at school. At school carrying out Friday morning activities carrying out infaq activities every Friday morning which will be taken for each class which is collected for each class teacher for the obstacle that students sometimes forget to bring pocket money to school or some have run out first.

This is also supported by the results of interviews conducted prior to observation. The teacher stated that the obstacles in implementing student discipline character values at SDN 161 Pekanbaru were due to student discipline in implementing disciplinary character values. so that the application of the character of discipline in schools is not in accordance with the expectations of the school.

From the results of these observations it can be seen that the teacher applies the student discipline character set by the school, but there are obstacles in implementing these disciplinary values when some of them do not apply disciplinary character statistics.

Based on the researcher's observations while in the field, the researcher also obtained the results of controlling the documents carried out during the lesson in the form of a statement of student absence and teaching materials used by the teacher in learning activities. This is shown by the results of a study of the disciplinary character value documents of SDN 161 Pekanbaru students that are carried out consistently.

The solution to overcoming obstacles to the implementation of disciplinary values at SDN 161 Pekanbaru

Based on the results of interviews conducted by researchers with teachers and students there are obstacles in implementing student discipline character values, that in implementing disciplinary character values there are solutions in overcoming obstacles to implementing student discipline character values. This can be seen from the teacher's statement as follows: At the time of conducting

the interview it was stated that if there were students who were late for coming to school, the students would be given instructions to sleep early so they would not be late for school and also for students who were late in collecting assignments, they were given sanctions in the form of reprimands and doing double assignments or doing assignments until the task is completed, with the solution the teacher gives understanding to students that it is mandatory to maintain the cleanliness of the school environment because there are already rules in the class and provide direction according to the rules at school that have been agreed upon by students and teachers.

There is a solution for students to carry out class pickets by giving warnings and directions to students not to repeat these mistakes and giving examples of their impact on themselves, students who violate school rules are usually given sanctions in the form of reprimands, running around the field, picking up trash, sweeping the yard school by giving a warning if students still violate the rules at school then they will be called by their parents (Salsabila et al., 2020)

And the teacher stated by giving examples of living in harmony and tolerance to students so that harmony in the class is maintained so that no fights in the class are repeated. And the solution is for students who are going to pray, they are given permission to pray in the mosque, but there are still students who lack discipline, so there are some students who pray in their respective homes, and also states that the teacher gives understanding to students that carry out infaq activities in Friday is very important.

This is also supported by the results of interviews conducted before making observations, the results of interviews conducted with students in grades II, III, IV and V that there are solutions in overcoming obstacles to implementing student discipline character values, this can be seen from the teacher's statement as follows: class students II, III, IV and V stated that with the solutions

given by the teacher they had carried out these directions well and were more disciplined in time so that they were not late for coming to school and would collect assignments on time so they would not be late in submitting assignments.

The teacher gives to maintain the cleanliness of the school environment so students must comply with school rules so as not to throw garbage anywhere and throw garbage in its place. Students who do the picket schedule are notified to arrive early so they can carry out the class picket according to a predetermined schedule, therefore if there are students who do not carry out the class picket they will be given sanctions in the form of a fine.

So that disciplined students do not violate school rules and do not fight at school. If there are students who violate school rules, a warning will be given to the student to carry out these directives and will not violate school rules again. And stated that with the solution of carrying out prayers at their respective homes but there are also those who carry out prayers at the Al-Fuqran mosque and in doing infaq on Friday there are some people who do not do infaq but do infaq on the following Friday.

From the results of these observations, it can be seen that the teacher has provided solutions to students when carrying out the disciplinary character values that have been determined by the school but there are still students who still violate school rules and there are students who have implemented the solutions that the teacher has given and carry out the character values. discipline according to the rules that have been set at school (Zubaedi, 2013).

DISCUSSION

Based on the research data, it can be seen that the implementation of disciplinary character values has been carried out by the teacher in accordance with the rules at school. According to Dolet Unardjan (Dolet Unardjan, 2021) states that discipline is an effort to

prevent violations of mutually agreed rules in action so as not to result in punishment of individuals or groups.

According to Nissa (in Wuryandani et al., 2014) the value of the character of discipline can be seen from the attitude of students who are disciplined in time, comply with school rules, disciplined attitudes and disciplined in worship. If the teacher finds student problems namely lack of discipline in children, then the teacher as soon as possible sets an example or role model for children, makes new class rules, is consistent, firm and works closely with parents.

From the results of research on the implementation of student discipline character values, that is, with 4 teachers already understanding the value of disciplinary character in implementing disciplinary character values of students in the school environment. Among them the teacher has given directions and to students in the form of examples so that students become exemplary students in schools so that students are disciplined in time, obey school rules, discipline attitudes and discipline in carrying out worship. With the implementation of student character values, 4 teachers have implemented disciplinary character values in accordance with the rules set by the school.

Meanwhile, from the results of the research on the implementation of student discipline character values, that is, with 8 students already understanding the value of disciplinary character in implementing disciplinary character values in the school environment. Among them, students have applied examples so that students become model students in schools so that students are disciplined in time, obey school rules, discipline attitudes and discipline in carrying out worship. By implementing the kerarter values of 8 students, they have carried out the disciplinary character values well.

Based on the results of implementing student character values at SDN 161 Pekanbaru, there are obstacles in implementing

disciplinary character values from 4 teachers and 8 students. From here it can be concluded that obstacles in realizing student disciplinary character values are not only from students, but teachers also have problems or constraints. There are also teachers who come late to school, which has a negative impact on students so they become bad role models because at that time students imitate what the teacher does at school. Therefore, teachers must also be required to be a good role model for their students, setting a good example so that students get examples of good and exemplary behavior. Learning that is not effective in class can affect students' discipline in delivering material or directions that are not delivered to the fullest (Septianti & Afiani, 2020). In addition, the lack of attention, motivation and support from parents will greatly affect students so that students become undisciplined which will make students not disciplined in time, not obeying school rules, disciplined attitudes, and not disciplined in carrying out worship.

Based on the results of implementing student character values at SDN 161 Pekanbaru, the teacher provides a solution in implementing the disciplinary character values of 4 teachers and 8 students. It can be concluded that each teacher has problems or obstacles in implementing student discipline character values, so the teacher tries to make efforts or solutions to students so that the implementation of student character values goes according to school rules. For students who have been given directions or efforts given by the teacher, there are some students who still violate school rules, but there are also teachers who have given warnings so that the parents of students are summoned to school as a form of warning so that students become more disciplined and assisted by parents at home as motivation and support.

Discipline character values can also be formed by internalizing character values in the learning process, such as through the use of Macromedia Flash tools. This is in accordance

with the results of Harmianto's research (Budimansyah, 2019)showing that discipline and student performance increased and the percentage of achievement indicators of success with good criteria and increased.

(Irsan & Syamsurijal, 2020) The importance of establishing rules of conduct in schools creates a culture of discipline for students, while in the school environment, establishing school rules functions as a set of rules and as an evaluation of student behavior. Determination of school discipline policies provides guidelines to all school members regarding what actions to take in the school environment. In order for student discipline to be carried out properly, socialization from parents of students is needed.

In today's society which is experiencing a moral crisis, the value system must be revived, especially through the application of existing personal and national characteristics such as obedience to worship, honesty in words and deeds, positive thinking and willingness to sacrifice. Mustika (2021, 1578), According to the thoughts above, good character must include three components, namely moral knowledge, moral feelings, and moral actions, so that character education can run well and sustainably, and for students to judge their own actions. Knowledge can see actions with its moral feelings and decide actions with students' moral actions.

In line with Nugraheni's opinion (Chiu & Chow 2017 : 3 2) The importance of changing school rules and teaching rules in creating a culture of discipline in schools is influenced by one factor, namely school rules and standards which can affect teaching discipline. Discipline training is not the responsibility of just one or two people, but character training is the responsibility of everyone involved. The success of character education requires solid cooperation from all participants.

Wantah (Andhiny, 2019) states that punishment must be used to prevent children from doing something that is not in accordance with established standards and rules, and that methods must be used that have a deterrent effect, while rewards are important to show students that they are good. Therefore, the award is a form of recognition that inspires students. This can be a compliment or a reward.

Based on the results of observations on the first day that the researchers carried out the teacher carrying out pickets in front of the school gate as a form of time discipline so that students were not late for school. It can be seen that there are several students who arrive late, students use school attributes in full and enter class before class starts. The second observation explains that the researcher sees that the teacher has implemented the character values of discipline, and the researcher also sees efforts to implement the character values of discipline well. From the second observation that the researcher has made, the forms of student disobedience to regulations include students arriving late to class, students eating in the classroom, and students not wearing uniforms according to school policy. In other observations, school regulations regarding school uniforms must be considered, for example. Monday through Students wear green and white clothes on Tuesday, tie uniforms on Wednesday and Thursday, and Scout uniforms on Friday and Saturday. But there are some students who violate it, for example on Wednesday and Thursday students wear uniforms that are worn on Monday, Tuesday, Friday and Saturday, and students wear uniforms on Wednesday and Thursday, namely ties.

The conclusion is that the implementation of student discipline character values at SDN 161 Pekanbaru has been carried out in accordance with the rules and regulations set by the school. However, in the implementation of disciplinary character values there were obstacles which resulted in the implementation of character values at SDN 161 Pekanbaru not achieving what was expected by the school. And the teacher

provides solutions to students who still violate disciplinary character values, there are some students who still violate the rules at school and there are also students who carry out disciplinary character values after being given a warning from the teacher. as determined by the school. Currently the implementation of student discipline character values at SDN 161 Pekanbaru is by giving directions to students so that students can be self-disciplined, time-disciplined and attitude-disciplined. In implementing the disciplinary character values, teachers and students work together to apply disciplinary character values so that the school becomes more orderly in carrying out the rules that have been set by the school.

In line with current educational developments, the curriculum demands from teachers not only the ability to manage their own subject knowledge, but also the ability to plan and carry out the process of applying disciplinary character values. . One of the motivations and performance of students to attend classes is to provide insight to students so that students understand the value of Kuncoro's disciplinary character (dalam Nugraheni, 2017).

Based on the observations of researchers in the field, the researchers also obtained the results of the document review carried out during the research in the form of certificates of student absence and class positions in the class used by the teacher during learning activities. The results of the document review show that the disciplinary character of SDN 161 Pekanbaru students is carried out consistently.

Currently at SDN 161 Pakanbaru, the implementation of student discipline character values is carried out by giving directions to students so that students have self-discipline, time discipline and attitude discipline. In applying disciplinary values, teachers and students work together to apply disciplinary values so that the school is more well organized in carrying out the rules set by the school.

CONCLUSIONS

Based on the information collected, it can be concluded that most of the students at SDN 161 Pekanbaru are disciplined. This can be seen from the performance of students in completing research indicators. Students at SDN 161 Pekanbaru follow school rules, do their homework well and maintain classroom cleanliness. In general, student discipline is good, because disciplinary norms have been maximally drained. Therefore, researchers who want to answer the problem of implementing the character values of this research can be used as a reference to perfect the research conducted and for the school with the help of this research the school can improve and further develop the application of student discipline character values at SDN 161 Pekanbaru.

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