



CONSISTENCY OF THE IMPLEMENTATION OF RULES AND PROCEDURES AS AN EFFORT TO DEVELOP STUDENT DISCIPLINE FOR GRADE 1

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KONSISTENSI PENERAPAN PERATURAN DAN PROSEDUR SEBAGAI UPAYA MENGEMBANGKAN KEDISIPLINAN SISWA KELAS I

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ABSTRACT

Abstract: *The discipline in learning is crucial to achieving the effectiveness of teaching-learning. In fact, it is still found that there are undisciplined students encountered during the learning process. Based on the observation results of elementary school students at one of the Christian schools, students who did not follow the rules and procedures were found, such as not using a raised hand so which causes the class to be conducive or unstable. The solution to this problem is the consistency of rule and procedure implementation. It is aimed to see the consistency of the rule and procedure implementation as an attempt to develop the first-grade students' discipline. The method used is a descriptive qualitative method. The result indicates the consistency of the rule and procedure implementation can develop students' discipline. It is characterized by an attitude change indicated by students. Still, teachers' consistency is needed continually in order to make significant behavior. As Christian educators, teachers certainly must believe in the truth of God as a source as the bible, see the existence of God through Jesus Christ as an exemplar, and reflect good character, but must realize that only the holy spirit can empower every student. The recommendation that can be given to teachers is that teachers must be consistent in applying each class rule and procedure so it can produce a significant change in attitude.*

Keywords: *students' discipline, rule, procedure, elementary school students*

Abstrak: Kedisiplinan dalam belajar merupakan hal yang sangat penting untuk mencapai keefektifan belajar. Akan tetapi, kenyataannya masih ditemui siswa yang tidak disiplin selama pembelajaran berlangsung. Berdasarkan hasil observasi pada SD kelas I di salah satu sekolah Kristen di Tangerang, ditemukan siswa yang tidak mengikuti peraturan dan prosedur kelas, seperti tidak menggunakan fitur *raise hand* sehingga menyebabkan kelas menjadi tidak kondusif. Solusi dari permasalahan ini yaitu konsistensi penerapan peraturan dan prosedur. Tujuannya yaitu untuk melihat konsistensi penerapan peraturan dan prosedur sebagai upaya mengembangkan kedisiplinan siswa kelas I. Metode yang digunakan yaitu metode kualitatif deskriptif. Hasilnya ialah konsistensi penerapan peraturan dan prosedur dapat mengembangkan kedisiplinan pada siswa. Hal ini ditandai dengan perubahan sikap yang ditunjukkan oleh siswa. Akan tetapi, tetap dibutuhkan kekonsistenan guru secara terus menerus agar perubahan perilaku dapat signifikan. Sebagai pendidik Kristen tentunya guru harus berpegang pada kebenaran Allah yang sejati yang bersumber dari Alkitab, melihat keberadaan Allah melalui Yesus Kristus sebagai suatu teladan, dan memancarkan karakter yang baik, tetapi harus menyadari bahwa hanya Roh Kudus yang dapat mengubahkan setiap siswa. Saran yang dapat diberikan kepada guru yaitu guru harus terus konsisten dalam menerapkan setiap peraturan dan prosedur kelas sehingga dapat menghasilkan perubahan sikap yang signifikan.

Kata Kunci: *kedisiplinan siswa, peraturan, prosedur, siswa sekolah dasar*

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INTRODUCTION

Character building is very important for elementary school students. Character building is said to be important because it is done with the aim of instilling good habits in students. This good habit will help students to shape their personalities so that they are obedient and have good character. However, the Covid-19 pandemic has made many changes to the order of life, including in the world of education. One of the studies discussing this stated that student character had begun to decline, one of which was not being disciplined in attending class (Fitriya et al., 2021, p. 186) Syelitiar & Putra (2021), in his research also stated that during the pandemic students experience a decrease in discipline both in participating in online learning and in collecting assignments. The same thing was explained by Dzulfikar & Amrullah (2021), that in online learning, it is difficult for teachers and students to interact directly so that teachers cannot see directly how students behave, and limited learning causes students to experience a decrease in discipline in attending classes and collect each task. Through this it can be seen that the character of student discipline has begun to decline.

The writer also encountered the same thing when conducting research in one of the schools. Based on field experience conducted from observation data and reflection data, there were about 8 out of 25 students who were not disciplined in the learning process, such as not using raise hand features when conveying something that causes the class to be not conducive (teachers and students are distracted by the treatment of students who are not disciplined). There are also students who do not sit in their seats, and are not focused (playing with objects around them, and/or talking to people around them). This problem is of particular concern to writers in teaching, because not following class rules is a form of indiscipline because they do not follow the rules that apply at school (Annisa, 2019, p.2).

A person is said to be disciplined when he has obedience and adherence to the rules or norms that apply. Melati et al (2021, p. 3063), stated that in the school context, students are said to be disciplined when they obey and comply with the rules, wear uniform according to the provisions, attend on time, and collect assignments properly. Meanwhile, when students do not follow the applicable rules, it can be stated that these students have not been disciplined because they have not reached disciplinary standards. The discipline indicators used as a reference for this research are obedience and adherence to the rules that have been implemented in schools, namely, focusing on learning, following the instructions or procedures that have been set, and following the rules that apply in class to be a reference for measuring student discipline. Of course, discipline is very important because the present is a transitional period from online learning to learning hybrid so that with discipline, the class can remain effective and conducive, and can create comfort when learning. This is also emphasized by Melati et al (2021, p. 3063), that discipline plays an important role in learning, which can determine learning success and various other good benefits.

Talking about discipline, the discussion is closely related to behavior theory which discusses behavior. Behavior theory is a form of change in a person because of the interaction between stimulus-response that can be seen and measured (Shahbana et al., 2020, p. 25). This is also confirmed by Zamzami (2015, p. 7), that behavior theory always emphasizes stimulus-response which then results in changes in behavior that are controlled by *reinforcement* or reinforcement from the environment. The behavior approach also states that changes in a person's behavior can be seen through providing a stimulus in the form of positive reinforcement (prizes, praise, motivation), or negative reinforcement (consequences) (Boangmanalu & Putri, 2021,

p. 153). When someone does something right they will get positive reinforcement, namely in the form of praise or motivation, whereas if they do something wrong there are always consequences in it. Of course, to form one's discipline does not happen instantly, but through various processes both at home and at school.

School is one of the right places to form student discipline. One way that schools do to shape student discipline is through the application of regulations and procedures in the classroom. This is in line with Boangmanalu & Putri, (2021, p. 155) which states that, one of the efforts to shape the character of discipline in students is the consistent application of rules and procedures. Application of regulations and This procedure can help teachers overcome students' undisciplined attitudes, so it must be done consistently or continuously. As for regulations and procedure that is applied is the use hand signal (offline learning), use of features reaction (online learning or hybrid), as well as the correct sitting position. According to regulations and procedure applied, the teacher must be really consistent in applying it, so that students better understand the essence when following the rules that apply in class. Of course this is important because the present is a transitional period from online learning to learning hybrid nor offline. This problem also occurred when the writer started teaching. When learning online, students tend not to follow applicable regulations, such as not using features reaction and don't focus on studying. The same thing is still found when the writer teaches the hybrid. There are some students who still violate class rules. However, when given the rules and procedures consistently, students slowly begin to obey the rules that apply in class. Of course teacher consistency is needed to help students become obedient individuals.

The teacher must be an example through his actions because students will imitate everything that is done by their teacher.

When the teacher is not consistent in applying the rules, the students also cannot consistently follow the existing rules. Therefore, the teacher must reflect every thing he believes in and teaches students, one of which is about discipline. Christianity sees that the discipline taught to students must have the right essence and be in accordance with God's truth which comes from the Bible (Knight, 2009). Proverbs 13:24 states that, discipline is a form of love. This means that the application of class rules must be balanced in love and justice, which does not forget the principle of love taught by Jesus Christ (Naibaho, et al., 2021, p. 170). Jesus Christ was a true example in all aspects of his life both in his words and actions (Basuki, 2014, p. 36), so that as a Christian teacher, this needs to be emulated and applied. The example of Jesus Christ can be reflected through the teacher's consistency in applying the rules and procedure. Based on the background above, the formulation of the problem in writing this journal is "how is the consistency of applying rules and procedures as an effort to develop the discipline of grade I students?". The purpose of this journal is to see the consistency of the application of rules and procedures as an effort to develop the discipline of class I students.

THEORETICAL STUDY

Student Discipline

Discipline is a form of obedience or compliance with applicable rules or regulations (Nugroho, 2020, p. 92). This is also reinforced by Annisa, (2019, p. 2) who states that, discipline is something related to a person's control of various existing regulations. This disciplinary character is very important to apply in schools, because of course schools cannot be separated from rules or regulations. Talking about discipline in schools is certainly inseparable from indicators that state discipline. According to Melati et al. (2021, p. 3064), a person is declared disciplined when, is present on time, obeys or obeys school rules and regulations, and wears a good uniform.

Based on this, the authors use indicators of obedience and obedience to the rules that have been implemented at school, namely, focusing on learning, following the instructions or procedures that have been set, and following the rules that apply in class. Each of these indicators is the author's benchmark in viewing student discipline. When students obey and comply with every rule or norm that applies at school, as well as the surrounding environment, it can be stated that the student is disciplined because he meets disciplinary standards. Discipline standards can be seen through disciplinary indicators and various rules or norms that become standards in an environment, both in schools and in society.

Consistency in the Application of Rules and Procedures

Rules and Procedures are two important things to implement in schools. These two things have different meanings from each other. Lumbantoruan et al. (2021, p. 549), argues that regulation is a special action (in this case a consequence) that is carried out specifically in certain circumstances, while the procedure is a way or a way to do something. This is also emphasized by Widiaworo (2018, p. 204), that in class rules are statements of what students can do or not do and there are consequences, while procedures are instructions that students can do to instill habituation. Application of rules and procedures can have a good impact on

students. Therefore, the teacher must be able to be consistent in applying it.

According to KBBI, consistent means fixed (not changing), aligned or appropriate between words and actions. This is confirmed by Sutari (2016, p. 100), who argues that being consistent means remaining steadfast or what is said and done is in line. Tan (2021, p. 81), emphasized that a consistent attitude is an attitude in life that needs to be strived for or carried out continuously because, being consistent means something that does not change, remains the same, and is in harmony between words and actions. In the school context, this means that everything the teacher does must be consistent, such as applying rules and procedures class.

RESEARCH METHODS

The method used is descriptive qualitative method. The descriptive qualitative method is research conducted by collecting data that contains quotes from facts revealed in the field, to provide support for reports, which are then compiled in the form of facts or figures (Albi & Setiawan, 2018, p. 11).

In the research conducted by the author, the data or instruments used were observation data, lesson plans, and reflections. During field practice, the authors found forms of undisciplined behavior carried out by students during online learning. This can be seen in the observation sheet and reflection sheet. The following details the data from the problems during the field practice:

Table 1. Data on Student Discipline Problems

Date	Indicator	Fact	Percentage
01-08-2022	1. Focus on learning	Not using <i>raise hand</i> features when talking, out of focus (indicated by playing and looking sideways), and not visible in camera.	32% (8 out of 25 students)
01-08-2022	2. Follow established instructions or procedures	Not using <i>raise hand</i> features when talking, out of focus (indicated by playing and looking sideways), and not visible in camera.	36% (9 out of 25 students)
05-08-2022	3. Follow the rules that apply in class	Not using <i>raise hand</i> features when talking, out of focus (indicated by playing and looking sideways), not visible in camera, and not muting <i>microphone</i> after talking	28% (7 out of 25 students)

In the first observation, there were 32% or 8 out of 25 students who did not follow the rules and procedures on online class. Actions taken by students are not using features *raise hand* when talking, not focusing on learning, (in this case doing other things such as playing with objects around or talking to other people), and not sitting in his seat. The same thing was also found in the second observation, namely that there were 36% or 9 out of 25 students who did not follow the rules and procedures. Actions taken by students are not using features *raise hand* when talking, not focused on learning and not sitting in his seat. Then, in the third observation, there were 28% or 7 out of 25 students who did not follow the

rules and procedures for online classes. Actions taken by students are not using *raise hand* features when talking, not focusing on learning (playing with objects around, or talking to other people), not sitting in his seat, and not activate *microphone* when finished speaking. This of course disrupts the course of learning, where the teacher and other students are distracted, by the indiscipline of students in following the rules in class.

When the writer sees various problems that arise when making observations, then when teaching the writer applies problem solving in the form of consistent application of rules and procedures as follows:

Tabel 2. Problem Solving Variable Data

Consistency Indicator	Facts in the application of rules and procedures
Stay the same and continuously doing	First study (15 August 2022)
	1. The teacher explains the rules and procedures at the beginning of learning, namely: activating the camera, using the reaction feature to express opinions, and focusing on learning.
	2. The teacher explains the importance of carrying out class rules and procedures so that learning can be effective and conducive.
	3. The teacher reminds the use of class rules and procedures throughout the lesson
	Second learning (22 August 2022)
	1. The teacher explains the rules and procedures at the beginning of learning, namely: activating the camera, using the reaction feature to express opinions, and focusing on learning.
	2. The teacher explains the importance of carrying out class rules and procedures so that learning can be effective and conducive.
	3. The teacher reminds the use of class rules and procedures throughout the lesson
	Third lesson (26 August 2022)
	1. The teacher explains the rules and procedures at the beginning of learning, namely: activating the camera, using the reaction feature to express opinions, and focusing on learning.
	2. The teacher explains the importance of carrying out class rules and procedures so that learning can be effective and conducive.
	3. The teacher reminds the use of class rules and procedures throughout the lesson
First study (15 August 2022)	
1. The teacher explains the rules and procedures at the beginning of learning and will give consequences in the form of stickers if students do not follow the rules and procedures.	
2. When students can carry out rules and procedures, the teacher will give smile sticker. When students do not follow the rules and procedures will get a <i>sad</i> sticker.	
Second learning (22 August 2022)	
1. The teacher explains the rules and procedures at the beginning of learning and	

Consistency Indicator	Facts in the application of rules and procedures
Alignment between words and actions	<p>will give consequences in the form of stickers if students do not follow the rules and procedures.</p> <p>2. When students can carry out rules and procedures, the teacher will give smile sticker. When students do not follow the rules and procedures will get a <i>sad</i> sticker.</p> <p>Third lesson (26 August 2022)</p> <p>1. The teacher explains the rules and procedures at the beginning of learning and will give consequences in the form of stickers if students do not follow the rules and procedures.</p> <p>2. When students can carry out rules and procedures, the teacher will give smile sticker. When students do not follow the rules and procedures will get a <i>sad</i> sticker.</p>

Consistency in the application of rules and procedures can be seen when teaching. The first thing the teacher does is explain the rules and procedures at the beginning of learning and this is done repeatedly and remains the same from the first to the third lesson. The rules that apply during online learning are: 1) activate the camera, 2) wear a complete uniform, 3) if you want to convey something you can use the reaction feature, 4) focus on learning. Meanwhile, the rules applied in hybrid namely, 1) if you want to convey something use hand signal, 2) sit quietly, 3) for online students, the rules remain the same. Then, the procedures that apply to online learning are, 1) using raise hand features if you want to convey something, 2) give a reaction if the teacher asks for a reaction, 3) sit quietly and don't eat during the lesson. Meanwhile in hybrid are 1) holding up one finger if you want to ask, 2) holding up 2 fingers if you want to go to the toilet, 3) holding up 3 fingers if you want to drink, 4) holding up 4 fingers if you want to go to health center, 5) do not go for a walk during the learning process. Second, the teacher explained the importance of following rules and procedures in the classroom and its relation to the duties and responsibilities of students. Third, remind again about the rules and procedures during learning. Fourth, the teacher applies simple consequences in the form

reinforcement. Reinforcement positive given in the form of praise and smile's sticker (a sticker with a happy face), meanwhile reinforcement negative is a sad sticker (sticker with sad face). Each of these things is done repeatedly, remains the same throughout the three times of application, and has harmony between the rules given at the beginning and their implementation.

RESULTS AND DISCUSSION

The learning process is fully directed at the development of the three domains (cognitive, affective, psychomotor) as a whole, meaning that the development of one domain cannot be separated from another (Kurniaman & Noviana, 2017). Problems regarding discipline in schools, it is the duty or responsibility of the teacher to guide students to have a disciplined attitude. One of the classroom management strategies that teachers can use to develop student discipline is through the consistent application of rules and procedures. In line with Susanto (2018, p. 120), which states that in the school context, class conditions can be framed in the form of rules and procedures, when students obey them it means students can be declared disciplined. But on the contrary, when students do not comply, students are declared undisciplined. Therefore, the teacher as one of the school parties who can facilitate students in forming

discipline, must apply rules and procedures consistently. This is in line with Kharisma & Suyatno (2019, p. 137), that consistent application of rules and procedures can form discipline in students. Application of rules and procedures this is very important namely in order to achieve learning objectives, learning can be effective and conducive, and students can be equipped to have a disciplined attitude.

Rules and procedures applied must be adapted to the needs of the class and the development of the child. This is also emphasized by Siahaan & Tantu (2022, p. 128), that teachers need to apply class rules and procedures according to child development so that children are able to understand them well and are able to apply them. Grade I SD students are still classified as students who are in the final stages of childhood, so they still need to be actively guided to develop self-discipline. Therefore, the rules and procedures that are applied also balanced with positive reinforcement or negative reinforcement consistent attitude towards students. Reinforcement serves as a consequence and appreciation given to students in carrying out class rules and procedures. This can be a driving force in giving enthusiasm to students. Of course this application is carried out consistently by the teacher, so that students are able to remember and apply it consistently as well.

Consistency in the application of rules and procedures is very important. Consistency is meant by carrying out and reminding of the same and repeated rules and procedures, and in harmony between actions and words (Sutari, 2016, p. 100). As Christians, the foundation upon which we act and think, including educating children, is the Bible as the Word of God. One of them is in Deuteronomy 6:6-7 which states that, every teaching must be taught and reminded continuously and repeatedly. That is, the repetitive process in this learning activity allows students to understand everything well because it has been formed from the habit of remembering (Lili,

2021, p.135). It is very important to teach this continuously, because humans fall into sin very easily. This is in line with Lili (2021, p. 134), that no one is free from the tendency to sin. God knows every human weakness, every human tendency to commit sins such as forgetting the things he was taught. Through consistency, students will slowly remember everything they learn and be able to apply it. Therefore, the teacher as someone who can be emulated by students, must consistently apply every teaching in the classroom, including the application of rules and procedures.

A teacher is enabled to be an example when he has experienced being born again in Christ, so that he can play a role in shaping the character of students, and directing them to see the true purpose of life, which is to be more like Christ (Debora & Han, 2020, p. 3). Being Christ-like means living and representing Christ in all aspects of life. This is what it becomes value or the value of a Christian teacher. Panggabean (2019, p. 21), states you teach who you *are* therefore, the teacher must see his identity as a co-worker with Christ, who is being formed to become more and more like Christ, so that his heart and mind must continue to be attached to Christ.

As already emphasized in paper 1, that Jesus Christ was a role model not only in words but actions or actions, so this is what a teacher must have, namely, being a role model in all aspects (2 Timothy 3:16). When students imitate their teachers, at the same time students are imitating Jesus Christ. Therefore, the teacher must be maximal in carrying out his role, not only guiding students to have good character, but also having the courage to rebuke students' attitudes that are not appropriate for what students should do (Sidjabat, 2021, p. 190). Kolose 3:16 Colossians 3:16 states that, when Christ is a role model for believers, every teaching and rebuke given can reveal Christ. This is in line with. that Christian teachers are partners with God, so every action or teaching must represent Christ.

The principle above was applied when the writer had the opportunity to teach three times, where the writer began to apply rules and procedures consistently in the classroom. The consistency indicator is that the application is carried out the same, over and over again, and there is harmony between words and actions. Implementation of consistent rules and procedures carried out by the teacher to develop discipline in students, namely, 1) explaining class rules and procedures at the beginning of learning, 2) explaining the importance of implementing class rules and procedures, 3) reminding the use of class rules and procedures throughout the lesson, 4) implements simple consequence giving in the form of reinforcement, that is sticker smile as a reinforcement positive and sticker sad as reinforcement negative.

Explanation of rules and procedures at the beginning of learning is applied so that students know the actions to be performed. This is of course done repeatedly every time you start learning and the delivery of rules and procedures remains the same in three lessons with the aim of instilling habituation in students. Next is an explanation of the importance of class rules and procedures. This is also done repeatedly and the delivery also remains the same in three lessons. The teacher emphasizes the importance of following rules and procedures, in line with the school's theme "*Be Ambassadors for Christ*" means, when students want to become ambassadors for God, they must obey, starting from simple things, namely obeying the rules that apply in school and being an example for their friends. Class rules and procedures are also important so that learning objectives can be achieved and classes can be effective and conducive. Then the rules and procedures are also reminded repeatedly during the learning process and the delivery also remains the same for three lessons. In the teaching process, the teacher uses the interactive lecture and question and answer method, so that every time the teacher asks students to answer a question or express an

opinion, the teacher repeats and reminds again about the rules and procedures, so that students get used to them and are able to apply them. Furthermore, the teacher begins to explain and apply the consequences in the form of positive and negative reinforcement, namely stickers, where this is in line with the rules and consequences that the teacher has conveyed at the beginning of learning. In addition to giving stickers, teachers also provide encouragement and motivation to students such as, good job, smart, rainbow claps, etc.

In its application there are still students who have not followed every rule and procedure properly. Examples of behavior carried out by students, namely, students are not focused (playing with surrounding objects or talking to other people), when learning takes place they also get stickers sad. This is because the student has been called many times, but he does not answer or respond to the teacher. This resulted in the teacher having to call students repeatedly, and resulting in a lot of wasted time because there was no response from students. Giving consequences This is intended so that students can improve their attitude.

Then, when students follow the rules and procedures properly, these students will get stickers *smile* and praise in the form of positive words. Examples of student behavior that get *reinforcement* positive that is when students can use hand signal, sit quietly, and wear a proper uniform. Students are seen competing to show a good attitude during learning to get stickers. However, the teacher repeated the explanation about the importance of implementing rules and procedures not only to get praise, but to achieve learning effectiveness. Through the consistent application of class rules and procedures, students will slowly recognize mistakes and begin to correct them. Consistency in the application of these rules and procedures will lead each student to instill habituation. Every effort made by the author, obtained results that can develop student discipline. The following is student discipline data:

Table 3. Student Discipline Development Data

Date	Indicator	Description	Percentage
15-08-22 (daring)	1. Focus on learning 2. Follow established instructions or procedures 3. Follow the rules that apply in class	Students use <i>raise hand features</i> when speaking, focus on learning, and look on camera. However, there are still students who have not followed class rules and procedures.	16% (4 out of 25) students have not followed class rules and procedures or 21 out of 25 students have attended
22-08-22 (hybrid)	1. Focus on learning 2. Follow established instructions or procedures 3. Follow the rules that apply in class	Students <i>raise hand features</i> , and focus on learning. However, there are still students who have not followed class rules and procedures.	24% (6 out of 25) students have not followed class rules and procedures or 19 out of 25 students have attended
26-08-22 (hybrid)	1. Focus on learning 2. Follow established instructions or procedures 3. Follow the rules that apply in class	Students <i>raise hand features</i> , and focus on learning. However, there are still students who have not followed class rules and procedures.	16% (4 out of 25) students have not followed class rules and procedures or 21 out of 25 students have attended

In the first implementation (online learning) there were 21 out of 25 students who had met the discipline indicators in participating in learning marked by using the raise hand features and focus on learning. Then on the second application (hybrid) decreased to 19 out of 25 students who met the indicators of discipline in learning, indicated by using hand signal and focus on learning. This happened because of the transition factor to new learning conditions, namely from online learning to hybrid so teachers and students still have to adapt. The teacher must explain the new class rules and procedures to students who are participating in face-to-face learning. Of course this becomes a struggle for students also to adapt to the new regulations so that 6 out of 25 students tend to violate the rules applied in class. Whereas in the third application, there was a return to development of students who met the disciplinary indicators to 21 out of 25 students, indicated by using hand signal and focus on learning. Based on this, it appears that there have been changes

experienced by students and there are also students who have not followed the rules and procedures properly. Therefore, teacher consistency is still needed in applying this so that changes in behavior can be significant, and in the end from the disciplinary attitude shown by students can produce a disciplined character.

The character of discipline is not necessarily formed instantly but is carried out continuously. This is in line with the discussion in paper 1 that character building certainly goes through a long process because it talks about instilling values, customs, so that a person is able to become a dignified person according to the nation's religious and noble values (Hasanah et al., 2020, p. 220). That is, character is not just a value, but how it eventually becomes a culture that is inherent in everyone, so that it can be applied in everyday life. This was reiterated by Pujowati (2021, p. 92), that character means not only teaching right and wrong but instilling it as a good habit

so that everyone can understand right and wrong, can feel good values, and able to do it.

When a person grows older and is equipped with good habits, his character will be increasingly formed. This is closely related to behavior theory, but behavior theory only looks at external events or changes in behavior (visible phenomena) (Rusli & Kholik, 2013, p. 65). Meanwhile, change is not always based on what can be seen. For example, someone already has a change in mindset, perspective, or feeling, but has not expressed it through action. In line with Romans 12:2 that, change starts from the mindset, when the mindset changes, then it can distinguish what is good and it is God's will to do. In line with Grudem (1999, p. 73), that humans as representatives of God, have the ability to see right and wrong from the various choices that exist. This is confirmed by Erickson (1990, p. 470), that every student has the image of God within him. Therefore, students must learn to make their own decisions without any encouragement or coercion from outside, but do everything according to God's will. As well as being consistent in the application of rules and procedures. The student's obedience to every rule that applies is not forever because he obeys, but because there is fear in him when consequences are given. Of course, as a teacher this needs to be of particular concern, namely helping students to have the right heart motivation in applying every applicable rule and procedure. Therefore, students need to be trained continuously to think and act reflectively by themselves, and not always just listen to orders (Knight, 2009, p. 254). When students think and act reflectively, this will be embedded and become a good habit/culture to do, resulting in good character.

Good character has three competencies, namely, knowing good things, wanting good things, and doing good so that habits of thinking, habits of heart, and habits of action can be formed (Rahmadani et al., 2021, p. 4). As Christian educators, of course they must hold on to the true truth of God which is

sourced from the Bible as the Word of God (epistemology), then see the existence of God through Jesus Christ as an example (metaphysics), and exude good character (axiology) according to the example of Jesus Christ and Biblical truth. With an understanding of Jesus Christ as a role model, as a Christian teacher, he will definitely try to apply his learning well, including applying rules and procedures consistently, with the aim that each student can have a disciplined character. Susilo et al. (2017, p. 53), states that good and true character will be used by God to change other people. However, the teacher must understand that he is only a tool used by God to reveal the truth and not a modifier, because what can change is the Holy Spirit. The Holy Spirit who enables everyone to have good character according to Biblical truth and become more and more like Christ (Hodge, 2005, p. 392). In the end, the result obtained is that consistent application of rules and procedures can develop students' discipline attitudes, but teacher consistency is still needed continuously so that changes in behavior can be significant. Inconsistent application of rules and procedures will affect the formation of disciplined attitudes and character.

CONCLUSIONS AND RECOMMENDATIONS

The effectiveness of learning in the classroom can be realized by the discipline shown by students. Therefore, it is necessary to consistently apply rules and procedures in the classroom in order to achieve conducive and effective learning. Consistency in applying rules and procedures that are repeated and continuous, and in harmony between words and actions with steps, namely explaining rules and procedures at the beginning of learning, explaining the importance of rules and procedures, reminding during the learning process, and giving consequences, can develop student discipline. This can be seen from the development of student discipline, namely initially there were 17 out of 25 students who

had met the discipline indicators, after the first implementation there were 21 students. However, in the second application there was a decrease to 19 students due to a transitional factor. However, in the 3rd implementation, it grew from 19 students to 21 students. Based on this, it is still necessary to consistently apply classroom rules and procedures so that changes in behavior can be significant. Inconsistent application of rules and procedures will affect the formation of disciplined attitudes and character.

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