



DEVELOPMENT OF CHARACTER EDUCATION THROUGH POSITIVE DISCIPLINE OF MADRASAH STUDENTS

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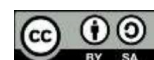
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Abstract

Character education is essential in the learning process to form positive attitudes and values in students. Discipline is one of the strengthening of character education that needs to be considered. The formation of the disciplinary character of students can use positive discipline methods. This article aims to explain and analyze the implementation of positive discipline to support student character education in MI Al-Ishlah Sorong City. The research method used is qualitative descriptive with data collection techniques through observation, interviews, and documentation. The data collected is then analyzed using analytical techniques designed by Huberman & Miles: data collection, reduction, data presentation, and conclusion. Teachers adopt a positive reinforcement and reward approach to increase student participation, cooperation, and responsibility. In addition, clear rules and fair consequences are also applied to develop good behavior and respect for the environment. In the context of character education, positive discipline helps students internalize moral values such as honesty, responsibility, and mutual respect. Students also learn to recognize and manage emotions positively and develop social skills that are important in everyday life. The results showed that positive discipline can be effective as a means of character education for students in MI Al-Ishlah Sorong City. Positive discipline can help students to understand positive values such as responsibility, cooperation, and honesty. In addition, the application of positive discipline can also help students to develop good social and emotional skills. Therefore, positive discipline can be used as one of the effective character education strategies for students at MI Al-Ishlah Sorong City.

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INTRODUCTION

Education problems in Indonesia that are so complex and difficult to handle these problems are still the focus of attention of the Indonesian people today. One of the problems of education in Indonesia that has not been overcome is the character of the nation's generation which is increasingly declining. Many cases of character crisis began to emerge, so it can be said that the nation's age began to move away from character values that were following the state ideology. Therefore, to give birth to generations following the content of Pancasila, it is necessary to instill character education from an early age in the family, community, and school environment so that the cultivation of character education can be a capital and essential guide in life.

Character education in the current era of global development cannot be maximal. This is because educational institutions focus more on developing students' intellectual intelligence, so as a result of this imbalance, destructive behaviors arise from students. Character education in schools has not achieved the educational objectives stated in the 1945 Constitution (Raka et al., 2011). Therefore, formal educational institutions must balance intellectual, emotional, and spiritual intelligence in students so that an optimally civilized, knowledgeable, and cultured generation is formed.

Efforts made in a directed and planned manner through the learning environment to grow and develop all human abilities are called character education (Kaimuddin, 2014). The Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education states "that in realizing a cultured nation through strengthening religious values, honest, tolerant, discipline, hardworking, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievements, communicative, love of peace, love of reading, care for the environment, social care, and responsibility, it is necessary to strengthen character education." In developing good character values in students, an environment where students grow, and design has a vital role because it will affect their character development. Thus, cooperation between various parties involved is needed, both families, education units, and communities (Azzet, 2016).

One of the strengthening of character education that needs to be considered by formal educational institutions is discipline. The rise is of deviant behavior contrary to current disciplinary norms makes discipline character important for humans to have for other good character values to emerge (Wuryandani et al., 2014). With the application of positive discipline, it can be a means of supporting student character education. Applying positive discipline can make students understand their behavior so that they take the initiative and are responsible for what they do (Febriandari, 2017). The results of research conducted by Ferdinandus show that character education has a significant effect on student discipline (Dole, 2021). Research conducted by Mukti also indicates that the

implementation of character education has a relationship with student discipline attitudes 53.2%, and the remaining (100% - 53.2% = 46.8%) is influenced by factors other than the implementation of character education (Susiyanto, 2014). Therefore, applying positive discipline is essential for fostering non-violent student character education.

Based on preliminary observations made by researchers at MI Al-Ishlah, students have discipline problems, such as disturbing their friends while studying or pushing their friends rudely. Therefore, to overcome this problem, teachers apply positive discipline to support character education in schools. Hopefully, this positive discipline can help students shape their character even better. The purpose of this study is to describe how the application of positive discipline as a support for student character education in MI Al-Ishlah Sorong City.

METHOD

This research uses a qualitative type with a case study approach. Where researchers explore in depth the programs, events, processes, and activities of one or more people (Creswell & Poth, 2016). The study was conducted in MI Al-Ishlah Sorong City, Southwest Papua, with informants of three teachers and five fourth-grade students. Furthermore, data collection techniques use in-depth interviews, and field observations. The collected data is then analyzed through four stages: data collection, reduction, data presentation, and conclusion (Huberman & Miles, 2002).

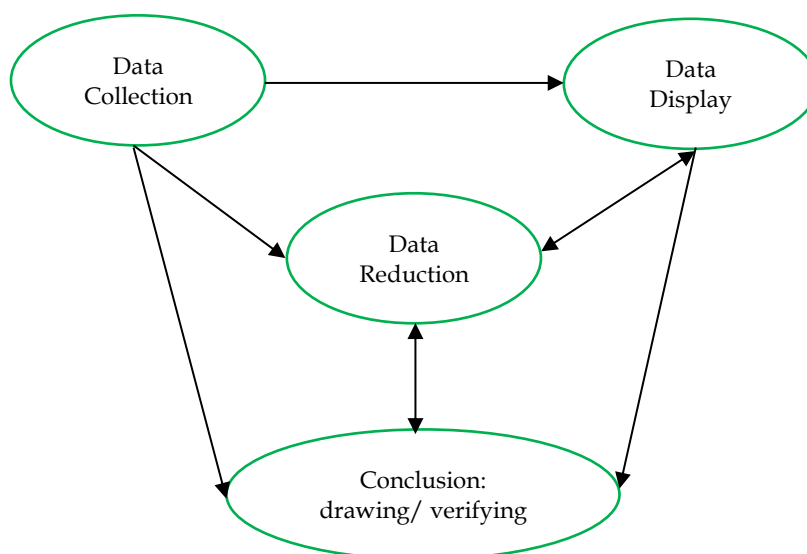


Figure 1: Data Analysis Techniques, adapted from Huberman, M., & Miles, M. B. (2002). *The Qualitative Researcher's Companion*. Sage.

RESULTS AND DISCUSSION

Madrasah Ibtidaiyah Al-Ishlah Sorong City continues to make efforts to improve discipline for all students. This includes assigning responsibilities to students that their parents directly control.

"Reminding, conveying, and asking for responses from children and communicating between students, with various classroom management styles. And assign responsibility to each student, with duties and responsibilities from each person. As well as collaborating with parents through Whats Apps by telling parents always to remind their children to behave, be responsible for what is assigned, and say". ([Interview, Janah, 2023](#)).

Communication continues to be built between teachers, students, and parents to ensure students continue to carry out positive discipline for the responsibilities given. Media control through the What's Apps group is the key to check and balance and a medium for controlling students' positive disciplinary behavior.

"Given understanding, by applying agreement, with a persuasive class management style, if you still do it, then given the punishment of writing subject matter or memorization. And for students who succeed in positive discipline, appreciation is given, such as applause or praise, that makes students happy. As well as communicating between parents through Whats Apps, and parents reminding their children of the responsibilities that must be done." ([Interview, Purwanto, 2023](#)).

Many character values must be developed in students to create a generation that is following Pancasila. One of the character values that must be formed or developed is the character of discipline. Cultivating an attitude of discipline, especially self-discipline, is very important for students. With self-discipline in students, it aims to help students find their identity, overcome discipline problems in themselves and create a conducive atmosphere of learning activities so that students can obey the rules set. Cooperation between teachers and parents is also crucial. This cooperation is very influential on the formation of student disciplinary character. Teachers play a role in shaping the disciplinary character of students in schools, with the application of positive discipline must also be supported by parents by applying the same to the family sphere so that the formation of disciplinary character in students is carried out optimally ([Mulyasa, 2011](#)).

The research interview results and discussion show a discipline method that not only corrects the child's bad behavior but also shapes the child's character and heart. A positive discipline style fosters a sense of responsibility, respect, and a positive contribution of children to the surrounding environment ([Febriandari, 2017](#)). The application of positive discipline as a means of educating student character has a number of benefits. Students can develop positive behaviors and internalize important moral values through this application. A positive discipline

approach involving positive reinforcement and rewards motivates students to actively participate in learning (Education et al., 2018). Not only that, cooperation between parents and teachers is very influential on the formation of student character because, with good communication, the appearance of student character both at school and outside the school environment can run in this disciplinary method inviting parents and teachers owned to influence the character, heart and daily behavior of children.

Discipline is one of the benchmarks in student learning success. The character possessed by each student influences student discipline attitudes, so it needs consistent habituation by teachers during the learning process so that discipline attitudes can become positive characters (Febriyanto et al., 2020). Students feel valued and cared for by teachers, increasing their motivation to learn and interact well. In addition, applying positive discipline also helps students develop critical social skills. Currently, values in character education need to be developed, considering the many cases of moral crises that occur in students. Such as giving corporal punishment to students can have a significant impact on the character of students.

From this impact emerges the characters of students who are not following the nation's goals due to the positive behavior of students who do not develop. The provision of violent punishment makes students only "afraid" in front of educators, so there is no awareness in themselves of their behavior. Corporal punishment can significantly hinder the development of learners and cause problems related to education, personal life, and social and psychological learning (Pacific, 2014).

Instilling proper discipline will lead to good behavior in children. This aligns children's behavior with the values and norms that apply in their environment. Socially, their environment accepts their presence well (Annisa, 2019). Such a child has good adaptability and makes him happy. The spirit of discipline has two elements. First, the desire for involvement. Because obligations are always the same in the same situation and because many basic conditions of life are determined and apply to everyone. Second, the spirit of discipline includes exaggeration and self-control (Rohman, 2018). So that students feel valued and cared for by the teacher, which increases their motivation to learn and interact well. Kartabrata provides three indicators for cultivating the positive discipline of students. First, show a firm and consistent attitude while showing affection. Second, provide opportunities for children to learn from mistakes. Third, Have good communication and respect children. (Kartabrata et al., 2017)

However, it is important to realize that positive discipline needs to be supported with consistency and fairness. Teachers must ensure that clear rules and consequences are applied fairly and consistently. In addition, the role of parents is also significant in supporting and strengthening the implementation of positive discipline at home and school (Wiellys & Triyono, 2019).

Overall, the application of positive discipline as a means of character education of students provides significant benefits. Teachers and schools can

continue to develop these strategies to shape students with strong, resilient characters and positive values that they can apply in their lives.

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