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Implementation of community-driven initiative program in strengthening discipline character in elementary school

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Abstract

Discipline is a fundamental aspect in shaping students character within the school environment. However, in reality, various forms of student non-compliance with school regulations are still found, such as tardiness, lack of involvement in the daily class picket schedule, and insufficient awareness of maintaining cleanliness. This issue occurs at Kramatwatu 2 Elementary School and requires strategic efforts for its resolution. This study aims to analyze the implementation of the community-driven initiative program in strengthening students discipline character as a strategy to foster student discipline and responsibility. This research employs a qualitative approach with a case study design. The research subjects consist of third-grade teachers and students. Data collection techniques include observation, in-depth interviews, and source triangulation to ensure data validity. Data analysis is conducted using the Miles and Huberman model, which involves stages of data reduction, data presentation, and conclusion drawing. The research findings indicate that teachers apply various strategies in this program, such as the formation of student groups with positive character identities, the use of emotional bag media as a means of self-reflection, and the implementation of a daily picket system in class. Furthermore, efforts to understand individual student characteristics are carried out through observation and direct interaction. This study also identifies supporting factors and obstacles in the program's implementation, which need to be addressed to ensure the program's sustainability and effectiveness in shaping students discipline character.



INTRODUCTION

Background of the Study

Education is an activity that is carried out consciously and planned. Education is organized routinely to enlighten the nation's life (Nantara, [2022](#)). Education is expected to create a generation with intellectual intelligence, life skills, and good character (Melati et al., [2021](#)). This is in line with the goals of national education as stated in Law No. 20 of 2003 concerning the National Education System. The focus of this law is to optimize the potential of students to become individuals who are devout, obedient to God Almighty, and play a vital role in shaping the character and dignity of the nation.

During the learning process, students are expected not only to acquire knowledge about democracy, rights, and obligations but also to internalize character values in their daily behavior (Ramadhani et al., [2024](#)). This aligns with the constructivism theory proposed by Piaget and Vygotsky, which states that learning is the result of active interaction between individuals and their environment. Through experiences and interactions with their surroundings, students can gain a deeper understanding of the importance of active participation in democratic life and responsibility as good citizens. Additionally, the behaviorism theory proposed by Skinner emphasizes that behavior change can be reinforced through stimuli and positive reinforcement. In the context of character education, the reinforcement of disciplined character can be done by providing consistent rewards and consequences in the school environment. Through learning activities, individuals can achieve overall behavioral changes (Harefa, [2020](#)).

The government has implemented a character-based education program from an early age aimed at building a society that is intelligent in thinking and behavior. Character education at the elementary school level is an integral part of the learning process, as the instilling of disciplined character values is crucial in shaping students' behavior to be rule-abiding and responsible. Research by Maulana ([2022](#)) shows that character education has been effectively implemented in various elementary schools in Indonesia. However, the percentage of character education implementation has not been documented in detail across Indonesia, as its implementation varies depending on the readiness of educators and support from the surrounding environment, such as families and communities (Devianti et

al., 2020). Efforts to improve the instillation of character values in elementary schools are still needed to achieve more optimal results, as stated in the study Devianti.

The Problem of The Study

Disciplined character education has been attempted at various levels of education, including elementary school. However, in its implementation, some problems occur, namely that some students do not have an optimal level of discipline. A level of discipline that is not yet optimal for students harms academic development, a lack of empathy, the emergence of negative behavior, low self-confidence, and difficulty in adapting to face challenges. At Kramatwatu 2 State Elementary School, student discipline problems are a serious concern. The solution to this problem is that the school implements a Mobilizing Organization Program which aims to improve the quality of teaching staff through coaching. By implementing this program, it is hoped that it can create students who have good disciplined character.

Research's State of the Art

Based on the results of searches for previous research, researchers found several studies that were relevant to the topic discussed in this research. The following is relevant research related to the implementation of disciplinary character education programs:

Research by Fatimah Sidiq and Dede Darkam entitled Analysis of Disciplinary Character Education for Class V Sembawa State Elementary School. The research results show that the successful implementation of disciplinary character education in schools is very dependent on good collaboration between school principals, teachers, students, and parents. This research highlights the importance of collaboration between various parties in the school environment to ensure that the character of discipline can be internalized well by students. This research is relevant to the topic discussed because it emphasizes the importance of the collaborative role in strengthening students' disciplinary character, however, this research has not specifically touched on how national programs such as the Mobilizing Organization Program.

Research by Faizal Chan, Agung Rimba Kurniawan, et al (2019) with the title Implementation of Disciplined Character Education for Students at State Elementary

School 187/1 Teratai. Research findings show that the implementation of discipline in this school is carried out well, with evidence of student compliance with school rules and minimal violations of discipline by students (Chan et al., [2020](#)). This research also shows that there is a clear sanctions system for students who break the rules, which is monitored by both the class teacher and the picket teacher. This research is relevant because it provides a concrete example of how firm and clear disciplinary rules can create a school environment that is more conducive to the formation of disciplinary character. However, like previous research, this research does not discuss the role of formal programs such as the Mobilizing Organization Program in the implementation of character education.

Novelty, Research Gap, & Objective

This research has a new change from previous researchers in the form of a detailed analysis of the implementation of the driving organization program at the elementary school level, especially in strengthening students' disciplinary character. Even though various character education programs have been implemented in various schools, specific studies on the impact of mobilizing organization programs in the context of strengthening the disciplinary character of third-grade students are still limited. By focusing on one school, this research provides a practical contribution regarding how this program can be adapted in other schools, especially in building a culture of discipline from an early age.

Previous research related to character education only focused on general curriculum approaches or other programs, for example strengthening character education. Thus, there has not been much research regarding the specifics of implementing a driving organization program in a class III context. Apart from that, there are still minimal limitations in resources. With this gap, there is an opportunity to understand more deeply how this program is implemented and the challenges faced in program sustainability.

METHOD

Type and Design

This study uses a case study approach aimed at providing an in-depth analysis of the implementation of the program in a specific context. A case study was chosen because it allows for a comprehensive exploration of the phenomena occurring in the school environment in real terms (Prawijaya et al., [2024](#)). The researcher acts as The primary instrument in the data collection process, is carried out through

observation, interviews, and document analysis (Wekke, 2019). This method enables a more holistic understanding of the strategies, challenges, and impacts of the program's implementation on strengthening students' disciplined character. The research results are presented in a narrative descriptive form based on field findings, thus illustrating the empirical reality without the use of statistical analysis.

Data and Data Sources

The research was conducted at Kramatwatu 2 State Elementary School, Kramatwatu District, Serang Regency, Banten Province which was carried out from August 2023 in the 2023/2024 academic year in the even semester. The subjects of this research were 5 class III students who were interviewed. The results of interviews conducted by more than 5 people produced similar answers which resulted in data redundancy. By focusing interviews on 5 students, researchers can manage and analyze data more effectively and relevantly to research objectives. The study regarding the implementation of the program involved class III teachers. Teachers have an important role in program implementation and can provide in-depth insight. The object of this research is the application of students' disciplinary character in the driving organization program.

Data Collection Technique

The data collection techniques carried out in the research used observation, interview, and documentation techniques. Observations are carried out non-systematically at the initial stage to collect general data, then focus on certain aspects related to the program. Researchers were directly involved in activities in the classroom and outside the classroom to observe the implementation of the Mobilizing Organization Program and strengthen students' disciplined character. In collecting data, systematic questions and answers were conducted with respondents. This interview is designed to obtain information that cannot be obtained from observation, by preparing questions that are relevant to the research objectives. Documentation is carried out by collecting data in the form of books, archives, documents, as well as images and videos as supporting evidence. This documentation includes note-taking, recording, and taking pictures to complement the information obtained from observations and interviews.

Data Analysis

The data analysis technique used in this study follows the Miles and Huberman approach, which includes the stages of data collection, data reduction, data presentation, conclusion drawing, and data verification. Data were collected in

detail through observation, interviews, and documentation, which were then recorded in field notes that included all information related to the program implementation. Data from various sources were organized and filtered to identify key patterns in the implementation of the program, as well as factors that support and hinder it. To ensure data validity, this study applied source and method triangulation techniques, where data from observations, interviews, and documentation were compared and cross-verified to enhance the reliability of the findings. Furthermore, participant confirmation was conducted regarding the interview results to ensure that data interpretations were accurate. The analyzed data were presented in the form of narrative text from field notes, which helped in summarizing and selecting relevant information for the research report. Conclusions were drawn and continuously verified through a review of the field notes to ensure that the research findings have high credibility and align with the research objectives.

RESULTS

The implementation of the driving organization program at Kramatwatu 2 State Elementary School involves various methods to strengthen the disciplinary character of students in class III. Through observations, it was found that various activities that focused on disciplined character education were implemented both in the school, home, and family environment. At school, students are active in discussion groups about disciplinary values, which has a positive impact on the development of awareness of responsibility and social relationships. At home, students create daily and weekly schedules to maintain order and discipline. Additionally, group interactions in joint projects help students remind each other about disciplinary values (Lumuan et al., [2023](#)). Apart from that, according to (A. Safitri et al., [2022](#)) group learning can improve social and academic skills, strengthen disciplinary values, increase student motivation, and constructively solve problems. Within the family sphere, discussions about discipline strengthen family responsibilities and relationships. Research conducted by (Hartati, [2017](#)) shows that effective communication and the consistent application of discipline in spending play an important role in strengthening family relationships and increasing individual responsibility. In the school environment, routine schedules related to preparation and travel also build discipline habits (Rizki et al., [2022](#)). The routine schedule at school includes various activities such as preparation before

studying and arranging rest time. When students follow an appropriate schedule, they learn about the importance of punctuality and planning an activity, this is in line with the results of research conducted by (Afifah, [2022](#)).

Through interviews with class III teachers, it was revealed that the implementation of the program was designed to strengthen student character and discipline through personal interaction, observation, and evaluation. Each student is understood based on their unique character, with extracurricular activities and counseling methods designed to provide a positive experience. This can be proven by the results of an interview with the teacher as follows: *"As a teacher, I make a sincere effort to understand the character of each student in my class. I engage in observation, interaction, and regular evaluation. Each student has their unique character. Some excel in creativity, while others may be more focused on hard work. It is important to note that every student has strengths and weaknesses that need to be acknowledged and guided. I believe that every student has unique qualities and potential."* Teachers also use consistent rules and consequences as part of their teaching strategies.

There are several methods applied to strengthen students' disciplined character, such as dividing study groups using positive character names, emotional bags to help students manage their emotions, and dividing daily picket schedules to train responsibility and cooperation. As a result, these methods help build awareness of discipline, responsibility, and cooperation among students.



Figure 1. Emotional Bag



Figure 2. Group Name

Figure 1.1 illustrates the emotional bag method. This method is one of the approaches implemented in efforts to strengthen student discipline, designed to help students express and manage their emotions healthily. The ability to manage emotions effectively is a crucial element in developing self-discipline, as it aims to help students become more calm and controlled in various situations. Through the use of emotional bags, students are trained to identify and communicate their

feelings accurately daily, enabling them to learn how to face challenges or conflicts constructively. This method not only serves to control social interactions in the school environment but also prepares students to handle the challenges they face in daily life.

Figure 1.2 displays the division of group names with positive character traits. The division of groups with positive character names aims to instill positive values through group identity. By assigning names that reflect good qualities, students are expected to be encouraged to exhibit behavior in line with those traits. According to (Wahyuningrum, [2022](#)), the benefit of collaborative learning or learning through group division is to enhance students' critical thinking skills. Meanwhile, according to (Munthe & Naibaho, [2019](#)) group learning can improve understanding and mastery of the material being studied. Based on these studies, it can be concluded that the group learning method encourages interaction among students to share ideas, engage in discussions, and solve problems together. This approach not only functions to build positive identities among students but also provides a strong foundation for the development of moral and ethical values desired in the learning environment.

DISCUSSIONS

The implementation of the driving organization program carried out at Kramatwatu 2 State Elementary School showed positive results in building students' disciplined character. The use of methods such as dividing study groups with positive character names has succeeded in increasing student collaboration and understanding of moral values. This is in line with research (Zhang, [2023](#)) and (Afif et al., [2024](#)) which reviews the impact of character education on collaborative learning and student morals. Research conducted by (Shudur, [2019](#)) and (Nugraheni et al., [2022](#)) states that the benefits of group learning for students can improve social skills, motivate students to active participation, and more effective problem-solving. By giving the group a name that reflects good characteristics, it is hoped that students will be encouraged to demonstrate behavior following these Characteristics. According to (Wahyuningrum, [2022](#)) the benefit of collaborative learning or learning by dividing groups is to improve students' critical thinking abilities. Meanwhile, according to (Munthe & Naibaho, [2019](#)) studying in groups can improve understanding and ability to master the material being studied.

Managing emotions through emotional pockets has been proven to help students overcome challenges in the school environment and everyday life. The use

of emotional bags is carried out when the learning process has been completed or during reflection. The purpose of learning reflection is to find out the extent of students' understanding of the learning material that has been presented (Saprudin & Nurwahidin, [2021](#)). Emotional bag media is used when reflecting on learning because it can help students identify, express, and manage the feelings they experience during learning activities. It is explained that emotional pockets are effectively carried out during reflection on learning in research (Siregar, [2017](#)).

Daily picket schedule activities in class have been proven to strengthen responsibility and cooperation between students, this is in line with research (Pavidis, [2023](#)). Apart from that, according to (Koidah et al., [2022](#)) exploration of classroom management strategies, including the use of a daily picket schedule, has an effect on responsibility and cooperation between students. Dividing student picket schedules is one form of strategy that teachers carry out in class by forming a daily class picket schedule which aims to teach responsibility and cooperation in maintaining the cleanliness and order of the classroom environment.

However, there are supporting and inhibiting factors in program implementation. Supporting factors include a conducive school environment with adequate facilities, as well as support from teachers and staff. Inhibiting factors include limited resources and coordination between teachers that need to be improved, as well as a lack of understanding and participation from parents. To overcome this obstacle, efforts are needed to improve communication between teachers, students, and parents, as well as optimize available resources.

CONCLUSION

Based on the research results and discussions following the research focus, through observation, interviews, and documentation methods, the author concluded that the implementation of the Mobilizing Organization Program at Kramatwatu 2 State Elementary School shows that it has made a positive contribution to strengthening the disciplined character of class III students. Teachers play an active role in understanding and developing students' potential through observation, interaction, routine evaluation, and fair application of rules. This program not only has a short-term impact but is also sustainable. However, in implementing the program there are supporting factors and inhibiting factors in its implementation. Factors that support the success of the program include a conducive school environment and active support from parents. Collaboration between the school and parents facilitates the process of strengthening students'

disciplinary character. Apart from that, there are factors inhibiting the program, namely a lack of resources and less than optimal coordination between teachers in schools. With participation from all parties, it is hoped that this program can continue to have a positive impact in shaping students into individuals with strong character and discipline.

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