

## Enculturation of Students Discipline Character Education in the New Normal at Elementary School

Yoni Ernawanto<sup>1</sup>, Sutama<sup>2</sup>, Minsih<sup>3</sup>, Yeny Prastiwi<sup>4</sup>

<sup>1</sup> Universitas Muhammadiyah Surakarta, Indonesia; q200200029@student.ums.ac.id

<sup>2</sup> Universitas Muhammadiyah Surakarta, Indonesia; sutama@ums.ac.id

<sup>3</sup> Universitas Muhammadiyah Surakarta, Indonesia; min139@ums.ac.id

<sup>4</sup> Universitas Muhammadiyah Surakarta, Indonesia; yp252@ums.ac.id

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### ABSTRACT

There are three purposes of this study, they are describe 1) enculturation of students discipline character education in the new normal before learning 2) enculturation of students discipline character education in the new normal during learning 3) enculturation of students discipline character education in the new normal after learning. There are many studies on character education, but there are still few that discuss character education for student discipline in the new normal. This research uses a qualitative research. The design of this research is ethnographic. This research was conducted in the fourth grade of SD Negeri 1 Wonogiri in 2021/2022 academic year. Sources of data in this study are principals, teachers and students. In this study, the data collection techniques used were observation and interview techniques. In this research, the researcher uses triangulation to test the validity of the data, namely technique triangulation and source triangulation. The results showed that enculturation of students discipline character education in the new normal before learning was carried out by implementing health protocols, coming to school before 07.00 and praying. Enculturation of students discipline character education in the new normal during learning, namely students focusing on learning materials, group discussions, and questions and answers. Enculturation of students discipline character education in the new normal after learning, namely by making conclusions, following up, and praying at the end of learning. The results of this study are used as a source of input and reflection material for schools about cultivating moral students throught discipline character education in elementary schools and as material for self-evaluation to contribute in an effort to shape the character of discipline in students.

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**Corresponding Author:**

Yoni Ernawanto

Universitas Muhammadiyah Surakarta, Indonesia; q200200029@student.ums.ac.id

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**1. INTRODUCTION**

A country will not be able to develop and progress and be able to overcome the problems of its country without education for its citizens. Thus education has an important role in providing alternative solutions to problems that exist in a country. As an alternative solution that is preventive in nature, education is used as the initial foundation in creating a new generation of a better nation.

Education is a conscious and planned effort to create learning conditions and learning processes so that students can actively develop their potential. Education in general has the meaning of a life process in developing each individual to be able to live and carry out life (Yayan Alpian, Sri Wulan Anggraini, Unika Wiharti, 2019). Based on Law no. 20 of 2003 in Ilham (2019) concerning the National Education System, that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the community, nation and state. In accordance with the goals of national education, national education has the aim of forming students' personalities who are characterized and responsible by instilling norms and values into them.

Character is a natural attitude that exists in a person that distinguishes him from others (Chan et al., 2019). Character is developed through the stages of knowledge, practice, and habit (Prastowo, 2018). Character is the character, nature character and character of a person that is formed from within that person and is a characteristic or differentiator from other individuals (Rusmana, 2019). A person is called character if he has the character desired by society. For this reason, good character is very important for humans to have in life in society. Character formation can be achieved through character education (Septi Yani, Kusen, 2020). For this reason, character education for students has an important role so that their character can be formed properly. Character building through education is based on the processing of a psychological totality that includes all human potential (cognitive, affective and psychomotor) and the sociocultural totality function in the context of the interaction of the family environment, education, world of work, and society (Minsih, 2015). According to opinion Rosikum (2018) planting character education from an early age is the most expensive price necessary, and by having character children will be able to decorate their good deeds based on religious values. If character education has been carried out since an early age, it will be able to overcome fundamental problems in the world of education, which lately often becomes a common concern (Nofha Rina, 2020).

Character education is the process of giving, inculcating, and forming character by teachers for students. Character education is the intentional, proactive effort by schools, districts, and states to instill in their students important core, ethical values such as caring, honesty, fairness, responsibility, and respect for self and others (Singh, 2019). Character education aims to shape the personality of students to become good human beings, society and citizens (Supiana, Hermawan, & Wahyuni, 2019). With character education, the main foundation in building the nation's character can be formed. For this reason, character values need to be instilled in children through character education. Character education is one of the strategic efforts in solving moral problems that lead to forming national characteristics (Muali, Rofiki, Baharun, & Sholeh, 2021). Character education in schools is interpreted as a behavior of school residents who in carrying out education must have character (Minsih & Honest, 2015). Character education in the learning process in the classroom is carried out using an integrated approach in all subject (Husnun & Minsih, 2017). According to opinion Nasiruddin (2018) that there are five main values of national character that must be instilled in children, these values are religious, nationalist, independent, mutual cooperation, and integrity. Based on Permendikbud No 24 (2016) explained that the character values that must be developed are character values in the core competencies of spiritual attitudes and core competencies of social attitudes. The core competence of

social attitudes "shows honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends and teachers". One of the core competencies of social attitudes is discipline.

In the learning process activities, the teacher certainly hopes that students can achieve good learning outcomes. This can be realized by enforcing discipline for students. Discipline means obedience to the rules (Purwanti E, 2020). Discipline in learning can be a support for the success of student achievement. As expressed by Sukmanasa, (2016) Discipline directs activities in an orderly, orderly and neat manner because regularity determines success in achieving learning goals. Discipline characters need to be possessed by students through practice to get used to obeying the rules and being able to control themselves. During the covid 19 pandemic, discipline needs to be done to break the chain of transmission of covid 19.

The COVID-19 pandemic has had a significant impact on social life and education. Starting from the shift in the habit of shaking hands, gathering, to face-to-face learning. According to the opinion of (Mega, Saputra, & Muharammah, 2020) this change in the order of life style prepares people for a new form of lifestyle known as the new normal. Small examples are humans being 'forced' to switch to work and study online, or the use of masks and other online-based activities (Rahman & Bhakti, 2020). New Normal is an adaptation of new habits, which means doing activities by implementing a health protocol (Aly et al., 2020). The New Normal period is a period of adaptation to new habits that must be done to prevent the disease covid 19.

At the beginning of the pandemic, learning at the school was carried out online learning. However, in practice there are still many students who show undisciplined attitudes, including during zoom meetings, students are late to enter the room, are not disciplined in wearing the prescribed school uniform and many students also do not collect assignments. Currently the government provides leeway for schools to implement face-to-face learning on a limited students. SDN 1 Wonogiri has conducted limited face-to-face learning activities. The problem found at SDN 1 Wonogiri related to the character of discipline when limited face-to-face meetings were held, namely there was still a lack of awareness of students in cultivating a disciplined character, especially with regard to the application of Health protocols. For example, some students did not wear masks and also did not wash their hands before entering the classroom. Before starting the lesson there are still students who are late. During learning, many students are not disciplined in group discussions and after learning there are still many students who are not disciplined in writing learning summaries.

Several studies on the character education of students' disciplines, among others research conducted Murniyetti, Engkizar, (2019) states character education can run effectively through 8 things, namely with learning materials, school regulations, competitions between students, awards for competition winners, national day commemorations, worship practices, scouts, and talent classes. Research conducted Hamriana, Sida, (2021) stated that the implementation of character education in the 2013 curriculum is still lacking and needs to be evaluated. If teachers, students and the community can work well together, the implementation of character education will also work well. Marini et al., (2019) stated "Character building in teaching learning process can improve the level of student noble characters by supplying a model for student character". Character building in the teaching and learning process can increase the level of students' noble character by providing a model for students' character. David et al., (2020) examines the implementation of student discipline with warnings for violators. The results of his research "Here is an increasing tendency for students to challenge adverse decisions. To respond to such challenges, education providers need to be able to show that they have acted reasonably, including providing the student with appropriate warnings. To address these challenges, education providers must be able to demonstrate that they have acted reasonably, including providing appropriate warnings to students. Setiawan et al., (2020) examine the influence and role of parental attention to early childhood character education. The result is "the role of attention, affection, and security given by parents directly affects the character education of early childhood". the role of

attention, affection, and a sense of security given by parents directly affects the character education of early childhood.

Based on the previous explanation, there is still little research on enculturating of students discipline character education in the new normal. Therefore, research is needed to describe 1) enculturation of students discipline character education in the new normal before learning 2) enculturation of students discipline character education in the new normal during learning 3) enculturation of students discipline character education in the new normal after learning.

## 2. METHODS

This type of research uses qualitative research. Qualitative research is carried out on natural objects, namely objects that develop as they are, not manipulated by researchers and the presence of researchers does not affect the dynamics of the object (Sutama, 2019). The design of this research is ethnographic research. According to Sutama, (2019) ethnographic research is the work of describing a culture from a group of people. In this case, because the research was conducted in schools, this study examines the school community about the civilizing of disciplinary character education applied in schools during the new normal period. The object of the research is the civilizing of student discipline character education during the new normal in elementary schools. The research subjects were Fourth Class.

Table 1 Informants Profile

No	Informants	Sum
1.	the Principal	1
2.	teacher	1
3.	Students	3
	Sum	5

Data were collected by interview and observation. Interviews were conducted with the Principal of SDN 1 Wonogiri, the fourth class teacher and students to explore information about enculturating student discipline character education in the new normal period. While the observation is to observe the civilizing of student discipline character education in the new normal period. This research was conducted using interactive data analysis techniques, namely data reduction, data presentation, and drawing conclusions (Miles & Huberman, 1992). While the validity of the data with triangulation techniques and sources.

## 3. FINDINGS AND DISCUSSION

### *Enculturation of students discipline character education in the new normal before learning*

Enculturation of students discipline character education in the new normal before learning was carried out by students were :

#### a. Implementing health protocols to avoid covid 19

Discipline in implementing health protocols is very important in this new normal era. Students wear masks, check temperature, wash hands with soap and sit in class at a distance between students. This is according to the results of an interview with the Principal, he said "Discipline is obedient, and orderly behavior of a person towards behavior/activities in daily life. Enculturation of Disciplined character in implementing the Health protocol is very important to prevent the covid 19 disease. In cultivating the disciplined character education of students applying the Health protocol, the school has allocated a BOS fund budget for the purchase of tools that support the implementation of the Health protocol. These include temperature check tools, hand washing facilities, hand sanitizers, and masks. In the arrangement of the space, it has also been arranged and the distance has been regulated." Based on informant 1, it was revealed that the school strongly supports the implementation of cultivating student discipline character education in implementing health protocols.

b. Coming to school before 07.00

Timeliness in learning is also very necessary so that learning can run effectively. For this reason, coming before 07.00 is an effort to discipline time so that learning can start according to the specified schedule, which is 07.00. This is in accordance with the results of an interview with a fourth grade teacher who said, "I told students to come before 07.00. Because according to school regulations and the schedule set, learning starts at 07.00. If someone comes after 07.00 then he is said to be late and has a negative impact on himself and his friends. For himself, he will miss the material and for his friends, when a child arrives late, it will disturb the concentration of his friends in studying."

c. Praying before starting learning

To enculturate discipline in instilling religious values in students, prayer activities are always carried out in learning. This is in accordance with the results of an interview with a student (Initial HAA). She said that "before starting to study, I did prayer activities together. The teacher also prayed during the activity. My friends and I did prayer activities before learning. The one who leads the prayer is head of class." Based on informant 3, it was revealed that the fourth grade students performed prayer activities before starting the lesson.

The results of the interview with the principal, teacher and students above were strengthened by field observations which showed that character education was disciplined by students before learning seen from the teacher really monitoring students starting from the arrival of students at school in the application of health protocols, arrival of students before 07.00, and starting learning by praying. This discipline-cultivation activity is carried out every morning with the aim, apart from being an observation on students, to realize the culture of disciplinary character education in schools. These civilizing activities will have a positive influence on students. This is in line with the results of the documentation in the field which shows that new students have come to apply the Health protocol well. They wearing masks, checking their body temperature, washing their hands with soap, then students go straight to their respective classes to prepare themselves in the learning process. Arriving in class, students also sit on chairs that have been arranged at a distance.

Enculturation of Discipline character education of students prior to learning carried out at SDN 1 Wonogiri can be seen from the disciplinary habits that are applied through daily school activities that reflect the cultivating character of discipline in students. This habit is supported by a good school climate so that the civilizing character of discipline in students can run well. SDN 1 Wonogiri also has a strong school culture so that the process of cultivating disciplined character education in children runs smoothly. This habit is reinforced by that proposed by Irby & Clough (2015) that in supporting the regulatory system, a consistent approach is needed, including: first, consistent extrinsic stimulation to motivate students to behave in the desired way but still within the context of school discipline, such as giving praise, giving rewards to those who obey the rules, etc. Second, shape and develop student behavior consistently in order to produce desired behavior (discipline), according to academically oriented school culture, such as always socializing school regulations, providing reinforcement or positive influence on students consistently.

This is clarified by Samani (2012) that Discipline character is an attitude and behavior that arises from a habit of following and obeying rules, laws, or orders. The results of the interview showed that the students is confirmed to come to school before 07.00. At 07.00 the lesson begins. However, before learning begins, students pray together led by the class leader. This can be seen from the results of the documentation as follows:



**Figure 1.** Students and teachers pray before starting the lesson

Based on the picture above, it shows that the students pray before starting the lesson. Not only students, but teachers also participate in carrying out these activities. All students pray in a special way. This is an embodiment of civilizing disciplined character education in religious activities. This activity is a form of activity in cultivating discipline in applying religious values to children. This habit is also a form of cultivating the character of students so that they always fear God Almighty. The results showed that habituation that was carried out continuously in schools was an effort to discipline students. These findings are relevant to those stated by Meidl & Meidl (2013) that in building character there must be a coordinated approach by incorporating character education into the school climate, this is character teaching directly through the environment.

Enculturation of Students discipline Character education in schools before learning is well controlled, it is very rare to find students who do not carry out the civilizing of the discipline. What are the findings in this field are strengthened by the results of research that has been done Free (2014) that students who establish good relationships and cooperation with schools and teachers, support school policies, and fully trust the school regulatory system, the fewer violations committed by students at school. Likewise, those who violate the rules will be fostered and guided by teachers who are constructive. This is in line with what was stated by Baumann & Krskova, (2016) the inherent component of school discipline in the form of forms of punishment associated with the learning process can increase students' intrinsic ability to learn. With constructive guidance on undisciplined behavior, it can support students in improving their learning.

The results of the study are relevant to the explanation Lickona (2012) that discipline must change the attitude of students, the way students think and feel. Through discipline helps students in developing goodness in the form of having respect, good judgment, empathy, and self-control. So, from the results of interviews, observations, and documentation, it can be concluded that in cultivating discipline character education for new normal students before learning is carried out by applying the Health protocol, coming to school before 07.00 and praying. This is one form of the school's efforts so that students learn to cultivate disciplined character education against the existing regulations at school. The sense of discipline in obeying the rules arises from self-awareness without being under pressure and coercion. Then in disciplining students, the school accustoms students to discipline since they start coming and entering the school environment, obeying the rules during the learning process until they go home from school. Students are really formed to have the discipline inherent in themselves, especially in learning activities at school. The teacher gives full attention to the development of students so that the school's goals in cultivating the disciplined character of students are achieved.

The indicators of enculturating student discipline character education before learning at school are: students apply the Health protocol, come to school before 07.00 and do prayer activities before learning.

### *Enculturation of students discipline character education in the new normal during learning*

Enculturation of students discipline character education in the new normal during learning was carried out by students were:

a. Focusing on learning materials.

According to the results of the interview with the Principal, he said "Teachers at SDN 1 Wonogiri use varied learning methods. The goal is that students can concentrate and focus on learning and can cultivate a disciplined character in receiving learning material. Teachers make appropriate learning methods". Based on informant 1 revealed that to cultivate the character of student discipline in learning, namely the focus of learning materials. For this reason, teachers prepare varied learning methods that can make students concentrate on receiving learning.

b. Group discussions

Group discussion is classified as a method and is one of many other methods that are often used in classroom learning. Group discussion activities can be an alternative to make students active in learning activities. Besides that, it can also solve problems if there are difficulties in understanding the learning material. The value of discipline contained in group discussions is that students try to solve problems in their groups according to the specified time and obey the group rules that have been made by the teacher. In line with the results of the interview with the fourth grade teacher, she said "The method I use in learning is group discussion. During the discussion process, each student in his group provides opinions, ideas, questions, answers, rebuttals and so on. This creates interaction with each other. This is where students are active. So that it can hone students' creativity in developing their thinking skills. In group discussions I make 1 group consisting of 4-5 children. And I gave a discussion time of about 30 minutes. The rules that I apply are in discussing, in discussing using good and correct language, not being allowed to bring down / vilifying friends' opinions, and maintaining the cohesiveness of each group". Based on informant 2, it was revealed that the fourth grade teacher in realizing the characterization of discipline during learning was through group discussions. The teacher sets the time for discussion for 30 minutes and contains discussion rules so that discussion activities can run effectively.

c. Question and answer

Question and answer activities are carried out after students have group discussions. Questions and answers were carried out between groups. According to the results of interviews with students (Initials EAS), she said "In the question and answer activity, my group asked other groups questions. And vice versa when another group asks my group, my group also tries to answer it. Of course, all according to the specified time, which is a maximum of 5 minutes". Based on informant 2, it was revealed that to cultivate the disciplined character of students during learning, namely question and answer, students carried out activities asking other groups, and were also ready to answer if there were other groups who asked their group according to the specified time.

The results of the interview were strengthened by the results of observations and documentation of researchers in the field, that the cultivation of disciplined character education during learning is that students focus on learning materials. The teacher explains the subject matter at the time of learning before entering the group discussion by interacting with students. From the photo, it can be seen that almost all of the students paid attention to the teacher, then some wrote what the teacher said, and

some seemed to be busy with their own activities. This shows that most students show discipline to focus on the material during the learning process by paying attention to the teacher's explanation.

Enculturation of Discipline character education of students in learning leads to moral and ethical discipline which is expected to be able to educate students to become good citizens, have good moral and ethical discipline within themselves. environment. In line with research Yuni Kartika., (2015) argues that discipline is very important and needed by students, because discipline is a condition to be able to form attitudes, behavior and life procedures that will bring students success in learning. Through the learning process in the classroom, students are required to apply disciplined culture during teaching and learning activities in the classroom.

The results of the study show that in the learning process the teacher always reminds students to stay focused on paying attention to the material presented, this is a form of discipline in learning. This is so that students concentrate on the material being studied. With a high concentration, it is expected that the material being studied can be understood well by students (Aviana & Hidayah, 2015). Before the start of the learning material, the teacher again reminds students to stay focused and pay attention to the lesson.

The next activity was followed by group discussion in class and presented in front of the class in turns, followed by a question and answer session. According to the documentation below:



**Figure 2.** Students conduct group discussions with discipline

At the same time the teacher participates in giving written assessments collectively to students who appear in front of the class and who listen. This activity is a form of student discipline assessment during the learning process.

### ***Enculturation of students discipline character education in the new normal after learning***

Enculturation of students discipline character education in the new normal after learning was carried out by students were

#### **a. Making conclusions**

According to the results of the interview with the Principal, he said, "During the closing activity, the teacher and students make conclusions from the material being studied. This is of course so that students can better understand the material". Based on informant 1, it was revealed that to cultivate the disciplined character of students after learning, the teacher and students made conclusions from the material being studied.

#### **b. Following up**

Activities after learning make conclusions, namely to follow up. Based on the interview with the fourth grade teacher, she said "In follow-up activities, to cultivate disciplined character, students are given assignments/homework so that children can understand the concept of learning materials at home. By giving assignments, students will try to answer questions and at the same time become student learning materials at home. In addition to giving assignments in the form of homework, in this



follow-up activity I also inform the learning materials that will be studied at the next meeting, so that it will provide readiness for students to learn the material earlier before being explained by the teacher".

### c. Praying at the end of learning

To close the series of learning activities, a prayer is held at the end of the lesson which is part of the civilizing of student discipline character education, especially in religious character. According to the results of interviews with students (Initial HNH) she said: "After the lesson ended, my friends and I did prayer activities together. The teacher also prayed during the activity. I pray as a thank you for the smooth learning today". Based on informant 3, it was revealed that the fourth grade students performed prayer activities as a form of gratitude for the smooth learning.

The results of the interview are reinforced by the results of observations and documentation of researchers in the field, that the cultivation of disciplined character education after learning is that students make conclusions. These conditions can be seen from the results of the researcher's documentation as follows:



**Figure 3.** The teacher and students make conclusions with questions and answers

The teacher and students make conclusions from the material being studied. From the photo, it can be seen that the students and the teacher made a conclusion. The teacher asks questions and students answer. The teacher also completes the answers from students who are deemed inappropriate. This shows that most students show the discipline to make conclusions after learning. The next activity is continued with follow-up. The follow-up actions include giving individual/group assignments, project activities, extra hours of study, giving classical advice and providing guidance and direction to students who need special handling (Putra, 2017). The teacher also provides information about the material to be studied in the next lesson. With this information, students can prepare the material before it is discussed in learning. Discipline activities shown by students are by noting follow-up information given by the teacher. The teacher also provides information about the material to be studied in the next lesson. With this information, students can prepare the material before it is discussed in learning. Discipline activities shown by students are by noting follow-up information given by the teacher.

And the last activity of learning is praying at the end of the lesson. The activity of praying at the end of learning is used by teachers in an effort to instill discipline in students (Zuri Pamuji, 2017). This activity was carried out by the teacher and the students. The activity of praying at the end of the lesson as an embodiment of gratitude to God Almighty for the smoothness of the learning carried out. The process of the activity after the learning is a form of cultivating disciplined character education that the teacher familiarizes with the students so that the discipline character is embedded in the final learning activity.

#### 4. CONCLUSION

Based on the results of the study, it can be concluded that enculturation of students discipline character education in the new normal period before learning was carried out by implementing health protocols, coming to school before 07.00 and praying. Enculturating discipline in the application of health protocols starting from the discipline of wearing masks, checking body temperature, then continuing to wash hands with soap before entering class. Students enculturate disciplined character education to enter class on time according to the schedule made by the school, which is to arrive before 07.00. With discipline arriving before 07.00 the student can prepare to study before the lesson and when there is a picket schedule, he can carry out his duties well before the lesson begins. To enculturate disciplined character education in instilling religious values in students, prayer activities are always carried out before learning. Enculturation of students discipline character education in the new normal during learning, namely students focusing on learning materials, group discussions, and questions and answers. The teacher explains the subject matter at the time of learning before entering the group discussion by interacting with the students. Almost all students pay attention to the teacher. The next activity was followed by group discussion in class and presented in front of the class in turns, followed by a question and answer session. Enculturation of students discipline character education in the new normal after learning, namely by making conclusions, following up, and praying at the end of learning. The teacher and students make conclusions from the material being studied. The next activity is continued with follow-up. Follow-up actions include giving individual/group assignments. The teacher also provides information about the material to be studied in the next lesson. And the last activity of learning is praying at the end of the lesson. This activity was carried out by the teacher and the students. The activity of praying at the end of the lesson as an embodiment of gratitude to God Almighty for the smoothness of the learning carried out.

The implication of this research is that enculturation of students discipline character education can be used as an alternative in the formation of student discipline. Therefore, so that the enculturating of disciplined character education can be carried out properly, teachers need to collaborate with fellow teachers and school principals so that its implementation can run well.

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