Developing Discipline Character of Elementary School Students through Punishment

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Developing Discipline Character of Elementary School Students through Punishment

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ARTICLE INFO	ABSTRACT
	This study aims to implement the punishment method to develop the disciplined character of elementary students. The research used participatory action research with 35 third-grade elementary school students. The data was collected using observation consisting of several cycles. Each cycle consists of initial reflection, planning and observation, and reflection. Data analysis was carried out by converting the percentage of success indicators of discipline character. The results of this action research can be seen from the achievement of indicators of the success of the discipline character as follows (1) the discipline character of the realm of obeying the rules in the first cycle was 65% (less) and increased in the second cycle by 79% (good). (2) the discipline character of the realm of responsibility towards oneself in the first cycle by 67% (less), increasing in the second cycle by 73% (good), and (3) the disciplined character in the realm of implementing regulations in the first cycle by 63% (less) increasing in the first 2nd cycle of 71% (good). Thus, it can be concluded that the application of punishment to elementary school students can improve their disciplined character.

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1. INTRODUCTION

Character education aims to develop and realize students' morals in everyday life. In addition, the implementation of character education in schools aims to prevent a shift in moral intelligence (Critcher, Helzer, & Tannenbaum, 2020; Setiawan, 2013). Implementation of character education in schools can be developed through the learning process (Julaiha, 2017). So that, in character learning, cooperation between families and educators is needed to realize the expected character development. One of the moral values that can shape student behavior is the character of discipline (Wuryandani, Maftuh, ., & Budimansyah, 2014). Implementing discipline values is one of the efforts that can prevent

negative behavior in students (Nelyahardi, 2017; Wymera, Corbin, & Williford, 2021). It can be interpreted that if students have instilled a disciplined character in themselves, other characters will follow, and indirectly, students will also carry out their responsibilities. Discipline character development in schools must create a pleasant atmosphere (Ahmadi, Haris, & Akbal, 2020).

The role of teachers and schools is an important factor in shaping student discipline to support student life in society. The teacher's role is needed to instill and grow student discipline (Hanik, Istiqomah, Hanifah, Trisnawati, & Syifa, 2021). One of the teacher's tasks is educating students to behave in a disciplined manner. Constitution No. 14 of 2005 concerning teachers and lecturers article 1 states that professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education (Undang-Undang Republik Indonesia Nomor 14 Tahun & Undang-Undang Republik Indonesia Nomor 14 Tahun 2005, 2005). Teachers need to pay attention to the needs and interests of students in instilling discipline by understanding the sources of disciplinary violations (Annisa, 2019). This is where the role of the teacher in directing students will be easier to be produced, train, and educate so that positive behavior will appear on the character of students (Sobri, Nursaptini, Widodo, & Sutisna, 2019). Instilling discipline shapes students' attitudes and personalities to become better individuals, obey the rules, and their behavior is acceptable in their social environment (Rahmat, Sepriadi, & Daliana, 2017). The discipline itself is an action that shows orderly behavior and obeys various rules and regulations (Sari & Hadijah, 2017). Discipline means the willingness to obey rules and prohibitions (Pratiwi, 2020). However, compliance is obedient due to external pressures and based on awareness of these regulations and prohibitions (Fawaid, 2017). There are many ways to instill disciplined character in elementary school students, including by giving sanctions or punishments.

Instilling student discipline in learning in elementary schools, one of which is punishment. The teacher punishes students because students make mistakes or violations (Wibowo, 2021). With the provision of this punishment, it is hoped that students will feel sorry and be a deterrent for the negative actions that have been done. Punishment is a consequence given by the teacher to students for actions that are done consciously and intentionally to deter students who commit negative acts (Wibowo, Khaerunnisa, & Nurhaedah, 2021). Therefore, before giving punishment, you must first assess a mistake that has been made. In education, punishment is normal or natural if the sentence can help the moral development of students (Rizqiyah & Lestari, 2021). Moral development is related to rules and awareness of morality and wanting to act according to the prevailing character (Rahmadi & Pancarania, 2020). Punishment can be said to be successful if it can make a feeling of regret for the student's actions.

Punishment is widely applied in schools, at home, and in the community, so it is considered a very important educational tool (Fu, Niu, & Wang, 2019). Punishment is given so that elementary school students realize it as a result of their actions, where punishment is given to discipline students and interact with student learning outcomes (Gershoff, Sattler, & Holden, 2019). Punishment because an elementary school student is wrong, and the incident is given so that the student does not do or leave a disgraceful act, then he doesn't do it again (Anderson & Payne, 1994; Kilimci, 2009). Thus the student concerned becomes a deterrent.

Based on observations on November 13, 2018 in one of the elementary schools, students' discipline is very low so far in learning, especially in class III. Many violations committed by third-grade students evidence this. Including the late students, noisy atmosphere when the teacher explains, many cheats while doing tests, incomplete in wearing school attributes or uniforms, and eating at class. At the same time, they also disturb their friends during the learning process. The third-

grade teacher punishes the students who do not comply with existing regulations to improve student discipline. Based on these problems, the purpose of this study is to improve the discipline character of third-grade students in an elementary school through the implementation of the punishment method.

2.   METHODS

Participatory action research starts small and develops through the self-reflective spiral: a spiral of cycles of planning, acting (implementing plans), observing (systematically), reflecting and then re-planning, further implementation, observing and reflecting (Mctaggart, 1991). The research was carried out in two cycles. In cycle 1 three meetings were held namely on August 13, 14 and 15, 2021 within a period of 2x35 minutes each and cycle 2 was held for two meetings namely on August 16 and 18, 2021 for 2x35 minutes in each meeting. Each cycle consists of initial reflection, followed by implementation and observation, and reflection. This research activity was carried out in the Odd semester of the 2021-2022 Academic Year in class III in elementary school Sidoarjo, with research subjects consisting of 35 students (13 girls and 22 boys) with an age range of about 9 to 10 years. The research instrument uses an observation sheet related to the character of discipline when punishment is given to students.
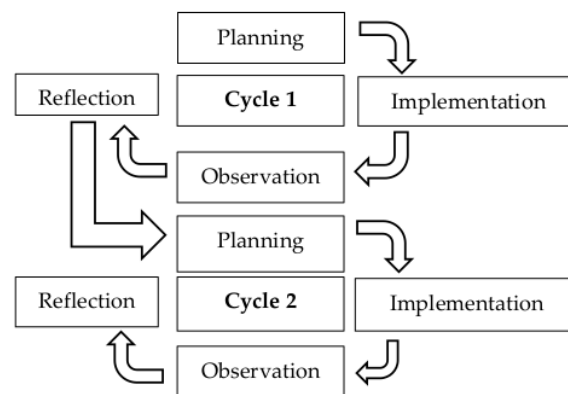

Figure 1. PAR stages

The first stage of initial reflection is to find sources and information for school principals, third-grade teachers, and third-grade students as sources of information related to the character of discipline. The second stage of implementation and observation is that researchers try to observe the activities of teachers. Students to find out the teacher's efforts in applying discipline to their students and information related to the discipline of class III students so far, and observations of researchers evaluating what the teacher has done to improve student discipline and success rates. Of the efforts that have been made. The third stage of reflection is to follow up on the success rate of the efforts that have been made. The data was obtained from the observation phase that had been carried out to determine the results of the success indicators of the discipline character of class III students. The following are indicators of the success of the character of discipline, namely obeying the rules, being responsible for yourself, practicing existing regulations (Jiwandono, 2020). If the results obtained do not meet the indicators of discipline character, it will be continued to the next cycle. Observing the character of student discipline can focus on three activities: obeying the rules, being responsible for yourself, and implementing the rules (Annisa, 2019). Discipline character mastery is determined by the number of students who must achieve a minimum score of 70 with the percentage formula in 1st

cycle and II. For the time being, the completeness of the discipline character in the percentage criteria is very good (>80%), good (60%-80%), sufficient (40%-60%), less (20%-40%), and very poor (<20 %).

The analysis can be done by converting the observed value of the discipline character into the percentage of discipline indicators. The discipline indicator is said to be successful if the criteria for completeness reach a minimum percentage of the discipline character of 70%. The criteria for completeness of disciplined characters use very good (81%-100%), good (61%-80%), sufficient (41%-60%), less (21%-40%), and very poor (<20%).

3.   FINDINGS AND DISCUSSION

This section describes the results of observing the initial situation related to the discipline character of third-grade students in an elementary school before the action was taken, which was still below the minimum value. The results obtained are many students who lack discipline in the learning process. This is shown by the many violations committed by third-grade students in elementary school. So it is necessary to implement the punishment method to improve the character of student discipline. There is two 1st cyclen implementing the punishment method, and each cycle has a success indicator value to determine the improvement of students' discipline character.

Cycle I

1.   Planning

Researchers do planning to prepare activities that must be done. The researcher prepares a session for discussion with the teacher that discusses the problems that exist when implementing punishment for learning activities by student elementary school teachers in Sidoarjo. After that, the researcher made a schedule for conducting observations.

2.   Implementation and Observation

The implementation of this research was carried out in three meetings. The first meeting was held on August 13, 2021, seeking information from school principals regarding the efforts of classroom teachers in applying discipline to their students. At the second meeting held on August 14, 2021, seeking information on classroom teachers regarding student discipline so far and what teachers have made to improve student discipline, and the level of success of the efforts that have been made. At the third meeting, which was held on August 15, 2021, by giving directions to teachers to improve the character of discipline, the punishment was given to students who did not obey the rules.

At this stage, observations are made on the student's character as long as the teacher provides punishment for students who do not obey the rules. Based on the observation of the student's discipline character from the observer in giving punishment, the results of the discipline character indicator in the first cycle were obtained.

Based on table 1, the percentage results of the disciplined character indicators in the 1st cycle for indicators complying with meeting 1 are 65% (high), meeting 2 are 64% (high), and meeting 3 are 59%. Indicators of self-responsibility in the 1st meeting is 67% (high), the 2nd meeting is 67% (high), the 3rd meeting is 65%. Indicators of implementing regulations for meeting 1 are 63% (high), meeting 2 are 64% (high), meeting 3 are 61%. Hence, From the results of the discipline character indicators in Table 1, the data on the discipline characters in 1st cycle will be obtained in Table 2.

Table 1. Discipline character of students in 1st cycle

Discipline Character Indicator	Frequency of Group discipline character				Freq. Total	Max Freq	Average Freq. (%)
Meeting	G1	G2	G3	G4			
Obeying the Rules							
M1	21	21	25	24	91	140	65
M2	25	25	21	18	89	140	64
M3	22	21	21	19	83	140	59
Self-Responsibility							
M1	27	24	23	20	94	140	67
M2	29	23	25	17	94	140	67
M3	24	23	24	20	91	140	65
Implementing the Rules							
M1	22	24	21	21	88	140	63
M2	26	22	23	19	90	140	64
M3	22	22	21	20	85	140	61
Amount					799	1260	63

Note: M1 – M3: Meeting 1 to Meeting 3
G1 – G4: Group 1 to Group 4

Table 2. Results of student discipline character in cycle I

Value Range	Category	Frequency	Percent (%)
89-100	very good	3	8,57
78 – 88	Good	10	28,57
77-71	Enough	8	22,85
≤ 70	Not enough	14	40
Amount		35	100
Average			65,71
Complete	≥ 70	23	65,71
Unfinished	≤ 70	12	34,28

Based on Table 2, the results of the student discipline character in the 1st cycle show that the scores in the very good, good, enough, and not enough categories are 3, 10, 8, and 14 students. Students in the incomplete class are 12 students (34.28%) and complete 23 students (65.71%). Hence, these results indicate that the character of student discipline is below 70%.

3. Reflection

In the observation analysis cycle 1, the discipline character of students is high, but students are less active in obeying the punishment given by the teacher. The causative factor is that the student discipline character has not reached the indicator of student success, which is still low. The results of the student discipline character show that the student discipline character is good, but the grades that are said to be completely still have not reached the indicator of success. So that the results of the student discipline character still do not meet the indicators of success, it is necessary to follow up on the 2nd cycle.

2nd Cycle

1. Planning

At this stage, changes are made to the plan to punish class teachers at the meeting on August 13, 2021. The changes made were dividing groups by combining students with high and low discipline characteristics.

2. Implementation and Observation

The research was carried out in two meetings, the first meeting was held on August 16, 2021, and the second meeting was held on August 18, 2021, by explaining to the class teacher in giving punishment to his students.

Table 3. Discipline character of students in 2nd cycle

Discipline Character Indicator	Frequency of Group discipline character				Freq. Total	Max Freq	Average Freq. (%)
Meeting	G1	G2	G3	G4			
Obeying the Rules							
M1	32	28	26	25	111	140	79
M2	30	30	29	29	118	140	84
Self-Responsibility							
M1	30	23	25	24	102	140	73
M2	28	25	26	22	99	140	72
Implementing the Rules							
M1	25	25	25	25	100	140	71
M2	24	26	26	25	101	140	72
Amount					631	840	75

Note: M1 – M2: Meeting 1 to Meeting 2
G1 – G4: Group 1 to Group 4

In Table 3, the percentage of students' discipline character in the 2nd cycle is obtained for each indicator. The indicator complies with the rules of the 1st meeting; the percentage is 79% (high) and the 2nd meeting is 84% (high). Indicator of self-responsibility in meeting 1 percentage is 73% (high) and meeting 2 is 72% (high). The implementation of the rules for meeting 1 percentage is 71% (high) and meeting 2 is 72% (high). Overall the average percentage is very high in the 2nd cycle.

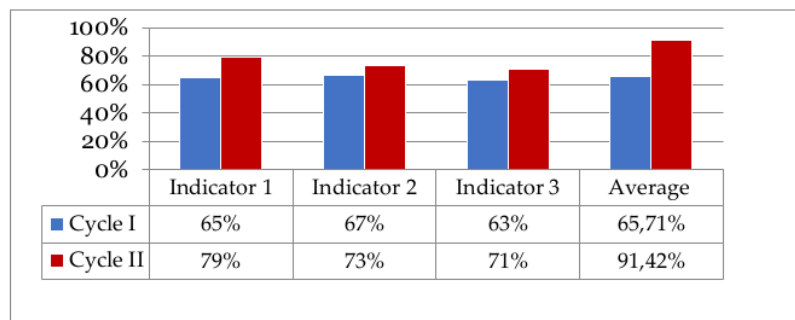**Table 4.** Results of student discipline character in cycle I

Value Range	Category	Frequency	Percent (%)
89-100	very good	3	8,57
78 – 88	Good	13	37,14
77-71	Enough	15	42,85
≤ 70	Not enough	4	11,42
Amount		35	100
Average			91,42
Complete	≥ 70	32	91,42
Unfinished	≤ 70	3	8,57

The results of the student discipline character in the 2nd cycle in Table 4 show that the score in the very good category is 3 students, the good category is 13 students, the enough category is 15, and not enough category is 4. Students in the incomplete category are 3 students (8.57%) and complete as many 32 students (91.42%). Therefore, the value of the student discipline character criteria is categorized as very good and meets the indicators of success (> 70% complete).

3. Reflection

The final reflection stage compares all the scores obtained in the 1st and 2nd cycles for each indicator, as shown in Table 5.

Table 5. The results of the student discipline character scores for each indicator

	Indicator 1	Indicator 2	Indicator 3	Average
Cycle I	65%	67%	63%	65,71%
Cycle II	79%	73%	71%	91,42%

Based on Table 5, it can be concluded that the results of the student discipline character scores for each indicator in the first cycle obtained a percentage of 65.71% (less) and experienced an increase in the second cycle, which received a percentage of 91.42% (good). So, it can be concluded that the growth in students' discipline character from 1st cycle to 2nd cycle is 25.71%. This shows that the application of punishment can improve the disciplined character of students and has met the success indicators that have been set, namely (> 70% complete) with very good criteria, so this research is said to be successful.

The inculcation of the disciplined character applied by the teacher to students must be by the learning provided. The cultivation of a disciplined character can be embedded in students through habituation. Instilling disciplined character in students begins with careful planning from the teachers and schools (Kayikçi, 2009). This starts with the teacher giving punishment if students make mistakes, so they don't repeat them.

The character of student discipline for each indicator is described as follows, namely indicator (1) obeying the rules. In applying the first indicator of the first cycle, 65% was obtained because students did not apply the rules given by the teacher. Then in the application of the indicators in the second cycle, a percentage of 79% was obtained because the teacher gave punishment and direction to students to be able to encourage students to follow and apply the rules that have been given, but there are still some students who are still having difficulties because students are not used to giving punishment. The punishment received by students is expected to have a deterrent effect and not make the same mistake again, and people who see it will also avoid actions that will get the effect of the punishment. The punishment received by students is expected to have a deterrent effect and not make the same mistake again, and people who see it will also avoid actions that will get the effect of the punishment (Rizkita & Saputra, 2020). By receiving the punishment given by the teacher, students

can improve their disciplinary character (Elbla, 2012). Punishment provision is closely related to student motivation (Febrianti, 2014).

Indicator (2) self-responsibility. In the first cycle, 67% of the students did not understand what the class teacher gave to foster an attitude of responsibility as one of character building, especially the attitude of responsibility. Responsibility is the character possessed by a person to carry out the duties and obligations that should be carried out both towards oneself, society, the environment, and God (Mufarizuddin, 2017). Then in the second cycle, a percentage of 73% was obtained because the teacher gave direction and advice to students to understand the importance of cultivating an attitude of responsibility that can be achieved, affect achievement, and good attitude at home and at school. Responsibility is an essential attitude in education and as a provision for students to live in a society (Dewi, 2019).

Indicator (3) implement regulations. In the first cycle, the percentage is 63% because students ignore the rules that the teacher has applied. In addition, the lack of communication between teachers and students. Obstacles that arise in the implementation of regulations are the lack of communication between parents and teachers so that children become disobedient and obedient to the rules and the influence of the invitation of colleagues to violate the regulations (Darnius, Yamin, & Ainun, 2019). Then in the second cycle, a percentage of 71% was obtained because the teacher improved communication with students and directed students to be more obedient and obey the rules. General rules are categorized enough to be applied by students, seen in being made to do things that deviate and listen well to what is said or ordered by the teacher (Mardikarini & Putri, 2020).

Based on the research findings, the implications and recommendations of this study can be described as follows: (1) for school principals, efforts to discipline students can be increased by providing direction to classroom teachers to apply punishment for students who often violate the rules. (2) for teachers, increasing the exemplary character of students' discipline to become provisions in the future. (3) for further research, you can study more about the implementation of student discipline values in schools, not only in class III.

4. CONCLUSION

Based on the results and discussion, it was concluded that there was an increase in the student's disciplinary character after the teacher applied punishment in the realm of obeying the rules in class III an elementary school. It is shown from the 1st cycle obtained a percentage of 65% (less) and experienced an increase in 2nd cycle, which received a rate of 79% (good). Then the increase in students' discipline character after the teacher applies punishment in the realm of self-responsibility in class III an elementary school 1st cycle gets a percentage of 67% (less). It has an increase in the 2nd cycle, which is 73% (good). Improved student discipline character after the teacher applied punishment in the realm of implementing regulations in class III an elementary school 1st cycle obtained a percentage of 63% (less) and experienced an increase in 2nd cycle, which received a rate of 71% (good). In general, the teacher's efforts in developing the disciplined character of students through the application of the punishment method an elementary school improve the disciplined character of students.

One of the shortcomings of this study is that family involvement in punishment is not included. Based on the shortcomings of this research, it can be suggested that: (1) For researchers who will conduct similar research through the application of punishment to improve the character of student discipline, it is necessary to pay attention to the depth of the problem, investigated in each cycle; (2) for further research or other research, it is necessary to focus more on the problem of applying punishment to improve students' discipline character and involve families in giving punishment; (3)

although the application of punishment has not improved all indicators of the success of the discipline character, the application of punishment has shown benefits in improving the disciplined character of students, so that teachers in schools can apply it.

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