

Implementation of Disciplinary Character Education: A Comparative Study of Indonesian and Australian Elementary School

Azizah Azzahra¹, Muhamad Taufik Hidayat^{2,*}

^{1,2} Elementary School Teacher Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Abstract

Purpose: The research aims to compare the implementation of disciplinary character education in Indonesia and Australia.

Methodology: This research adopts a qualitative approach employing the Study Literature Review method within the Comparative Literature Review research framework. The data corpus comprises journal articles, online resources, and scholarly books. The data collection methodology commences with an extensive literature review, followed by meticulous data categorisation and selection based on identifying pertinent disciplinary elements. The validity of the data is ensured through rigorous reader persistence, corroborative validation from established scholars, and triangulation of sources. Data analysis encompasses data reduction, presentation, and inference techniques to draw comprehensive conclusions.

Results: The research findings reveal similarities and disparities in implementing disciplinary character education between Indonesia and Australia. The congruences observed include (1) The delineation of school regulations aimed at cultivating a disciplined ethos among all school community members. (2) Providing awards to students as a mechanism to reinforce compliant behaviour and foster a sense of accountability. (3) The utilisation of punitive measures to serve as a deterrent for students who transgress the established norms. (4) Consistent efforts towards inculcating discipline, such as adherence to punctuality. Conversely, notable distinctions emerge, notably in the formulation of school regulations. In Indonesia, these regulations are typically crafted by teachers and school principals. Conversely, within the public school system in Australia, teachers are vested with the authority to enforce disciplinary measures as delineated by the 2019 Education and Children's Services Act.

Applications/Originality/Value: This research compares disciplinary character education in Indonesia and Australia.

Introduction

Character education assumes paramount importance in contemporary society, particularly amidst the relentless tide of technological advancement and globalisation, which often heralds a decline in moral integrity across various age groups, encompassing children, adolescents, and adults alike. In this milieu, cultivating virtuous character traits becomes indispensable as they underpin success in navigating the complexities of social existence. Thus, the imperative of embedding character education into the fabric of everyday life becomes self-evident.

Among the cardinal virtues that warrant earnest cultivation, discipline stands out as a cornerstone upon which myriad other virtues can flourish. The imperative of fortifying disciplinary values gains salience in light of the prevailing dearth of adherence to established norms, manifesting in littering, flouting traffic regulations, and subverting societal order. Indeed, discipline is a linchpin for fostering responsible citizenship and upholding the collective welfare.

Undisciplined behaviour pervades the school environment, even extending to elementary schools, evidenced by tardiness, non-compliance with uniform regulations, and contravention of school rules. The prevalence of such transgressions underscores a disconcerting reality: despite being cognizant of the expected conduct, students and educators struggle to internalise and consistently adhere to disciplinary norms. This lacuna suggests that the imparted knowledge on character education remains largely theoretical, failing to effectuate meaningful behavioural change in students' daily routines. Consequently, there exists a pressing need to shift the focus of character education from mere dissemination of knowledge towards its practical application, particularly emphasising the cultivation of discipline from an early age within the educational milieu.

Indonesia's position in the Rule of Law Index ranking (2022) is 64th among 140 nations, with a score of 0.53. Furthermore, data sourced from the Traffic Violation Statistics Survey conducted by Pusiknas.polri (2023) reveals a disconcerting trend. From January 1, 2023, to October 3, 2023, a staggering 1,867,215 cases of traffic violations were recorded, spanning individuals from various educational backgrounds, ranging from elementary school to university level. The significant proportion of junior high school-educated individuals is of particular concern, accounting for 301,917

* Corresponding author: mt.hidayat@ums.ac.id

violators, 126,194 from high school, 46,288 from elementary school, and 8,215 from tertiary education. Alarmingly, the survey also identified 32,287 individuals still pursuing education at the student or university level among the violators. This data underscores a palpable deficiency in students' adherence to traffic regulations and underscores the imperative for enhanced disciplinary education and legal awareness among the youth.

Another stark reality underscores the prevailing challenges within character education in Indonesia, particularly concerning violating disciplinary norms within school settings. Nelyahardi (2017) elucidated the hurdles in instilling disciplinary values among fourth-grade students at SDN 13/I Muara Bulian, Batang Hari Regency, Jambi. Teachers encountered impediments such as adherence to rigid school regulations, program execution contingent upon administrative directives, and challenges in maintaining discipline during teacher substitutions. Similarly, Akmaluddin & Haqiqi (2019) reported that 80% of students grappled with disciplinary issues, with only 20% exhibiting adherence to regulations at SD Negeri Cot Keu Eung, Aceh Besar Regency. Additionally, Greetings & Anggraini (2018) shed light on the persistent obstacles educators face in cultivating learning discipline, wherein students, albeit initially responsive to reprimands, regress into recalcitrant behaviour over time.

Several studies have meticulously investigated the implementation of disciplinary character education targeting elementary school students. Firstly, Nelyahardi (2017) offers insights into the dynamics of disciplinary value dissemination from teachers to students, elucidating the challenges confronted by educators in enforcing disciplinary standards within fourth-grade classrooms at SDN 13/I Muara Bulian, Batang Hari Regency. In a parallel vein, Syamsurijal (2020) provides a nuanced depiction of disciplined education practices at SD Katobengke 1 Bau-Bau City. Moreover, Wuryandani et al. (2014) contribute to this discourse by exploring disciplinary education strategies across multiple elementary school settings, intending to identify supportive policies conducive to the efficacy of character education initiatives.

Further enriching the scholarly discourse, Budget (2015) delineates the implementation of disciplinary values by fourth-grade educators at Aisyiyah Unggulan Elementary School, Bantul, Special Region of Yogyakarta. Akmaluddin & Haqiqi (2019) furnish empirical insights into cultivating student learning discipline at Cot Keu Eung State Elementary School (SD), Aceh Besar Regency. Additionally, Kartika and Aditia (2020) explicate the role of discipline as a linchpin in character education provision for students at SDN Sukorame 2, Mojoroto District, Kediri Regency.

Meanwhile, Chalista et al. (2020) dissect the intricacies of learning discipline infringements alongside an analysis of contributing factors and impediments to disciplinary enforcement among upper-class students at SD Negeri 1 Panjer, Kebumen. Finally, Utami (2019) provides a comprehensive overview of character education implementation through disciplinary activities tailored for students at SDN Gayamsari 01 Semarang, Central Java, further enriching our understanding of effective pedagogical approaches in character development.

The elucidation provided underscores the exigency for further inquiry into the challenges surrounding implementing disciplinary character education in Indonesia and Australia. Remarkably, a paucity of research exists in this domain, necessitating comprehensive comparative studies to illuminate disparities and similarities in educational paradigms between the two nations. The proposed research aims to bridge this gap by scrutinising the implementation of disciplined character education in Indonesia vis-à-vis Australia. By juxtaposing educational practices and policies in these disparate contexts, valuable insights can be gleaned, thereby facilitating the identification of best practices and potential areas for improvement. Importantly, this comparative analysis holds immense potential to inform policy-making endeavours aimed at fortifying the educational landscape in Indonesia.

Theoretical Studies

The Nature of Discipline

The moral value of discipline is deemed fundamental for the holistic development of children from their formative years. Rooted in the etymology of the word "disciple," discipline entails voluntary adherence to authority for optimal growth and maturation (Munawaroh, 2016). Mustari (2011) further elucidates discipline as a manifestation of orderly conduct and adherence to established provisions and regulations, both explicit and implicit. In the educational context, student Discipline is evidenced through obedience to school regulations encompassing various facets such as punctuality, attire, and active participation in school activities (Susiyanto, 2014). From the preceding discussion, it can be deduced that discipline embodies a person's comportment guided by prevailing rules and norms, driven by intrinsic awareness of duty and the anticipation of appropriate repercussions for non-compliance.

Elements of Discipline

According to Prijodarminto (1992), student Discipline encompasses three pivotal characteristics: (1) A cognitive disposition, (2) A comprehensive comprehension of behavioural regulations, norms, and standards to foster obedience conducive to success, and (3) An inherent propensity towards sincere and meticulous compliance with regulations. In a complementary vein, Suatirna (2013) delineates two facets of student discipline: Discipline enforced through coercion and discipline cultivated without force. Furthermore, Hurlock (1988) elucidates the four fundamental elements underpinning

Discipline: Rules, rewards, punishments, and consistency. Drawing from these perspectives, it becomes evident that the formulation of student Discipline rests upon a foundation comprising rules, incentivisation through rewards, corrective measures via punishments, and unwavering consistency. These elements serve as guiding principles applicable in everyday contexts, fostering student compliance with regulations both within the school environment and broader societal settings.

Factors of Student Discipline

According to Tu'u (2004), individual discipline is influenced and shaped by four key factors: self-awareness, adherence to rules, educational resources, and punitive measures. Volunteer (2019) posits three determinants of student Discipline: parenting style, persuasion, and intrinsic motivation for learning. Similarly, Maksun and Indrawati (2013) identify three factors in Discipline formation: rewards, punishments, and the individuals themselves.

From these perspectives, it can be concluded that discipline formation is multifaceted. Firstly, intrinsic self-awareness compels individuals to uphold discipline in their daily lives. Moreover, the support and exemplary conduct demonstrated by parents and teachers play a pivotal role in instilling discipline, as students often emulate positive behaviour observed in their immediate environment. Furthermore, fostering a conducive learning environment in schools necessitates motivating students to engage actively, mitigating feelings of burden. Recognising and rewarding students who adhere to rules reinforces desirable behaviour, while punitive measures act as deterrents against rule violations.

Form of Student Discipline

As delineated by Sutirna (2013), forms of discipline encompass two distinct paradigms: Discipline enforced through coercion, characterised by authoritarian practices, and discipline cultivated without resorting to force, emblematic of permissive approaches. Moreover, Tu'u (2004) expounds upon the diverse manifestations of discipline across different contexts, comprising authoritarian Discipline, permissive Discipline, and democratic Discipline. Additionally, Rohinah (2012) categorises discipline into three distinct types: Authoritarian Discipline, permissive Discipline, and controlled freedom Discipline.

Disciplinary behaviour can be elucidated based on the preceding discussions through three distinct paradigms: coercion, non-coercion, and controlled freedom. Coercive discipline entails students' compliance with directives from authority figures without room for dissent, effectively subjecting them to indirect pressure to conform to prescribed actions. Conversely, a discipline rooted in non-coercion fosters an environment where students undertake activities within reasonable bounds, devoid of rigid constraints, thereby granting them autonomy within the classroom and school setting. Lastly, discipline under the auspices of democratic freedom embodies a balanced approach wherein students are granted liberties, provided they exercise them responsibly and refrain from abusing the privileges extended by the school. This model is often termed as controlled freedom.

Student Discipline Theory

Discipline with Dignity (DWD) is a seminal theory posited by Curwin and Mendler (2018), aiming to provide a comprehensive framework for disciplinary practices that are respectful towards students and efficacious in averting and managing student misbehaviour. The Discipline Theory with Dignity Model posited by Curwin and Mendler (2018) conceptualises discipline as a systematic process facilitating interactions wherein individuals are empowered to make responsible choices and resolve conflicts adeptly. Central to the DWD model is recognising discipline as a cornerstone of education, essential for enabling students to self-regulate and adhere to societal norms and conventions. Concurrently, the model underscores the indispensable role of guidance and counselling services in supporting students' personal and social development, facilitating problem-solving, and nurturing a culture of respect for institutional rules and regulations. Guidance and counselling practitioners play a pivotal role in this paradigm by imparting guidance and habituation techniques, thereby fostering students' conscientious adherence to school protocols.

Instilling Student Discipline

Discipline is essential to human development, particularly crucial for students adhering to school regulations to attain optimal learning outcomes and shape their character. Hurlock (1988) outlines several reasons highlighting its significance: firstly, discipline aids in children's growth and social adjustments; secondly, it provides a sense of security by delineating acceptable behaviours; thirdly, it encourages positive conduct, fostering self-esteem and approval-seeking behaviour; fourthly, it motivates achievement by instilling a sense of purpose and ambition; and finally, it cultivates decision-making skills, guiding children towards discerning between right and wrong actions.

Rohinah (2012) delineates alternative techniques for cultivating student Discipline: (1) External control techniques necessitate supervision by teachers and parents to prevent students from engaging in destructive or unproductive behaviours. (2) Inner control techniques focus on teaching students self-discipline, emphasising the importance of discipline, with teachers serving as role models and motivators. (3) Cooperative control techniques prioritise collaboration

between students and educators, creating learning contracts containing mutually agreed-upon rules. Complementarily, Irsan & Syamsurijal (2020) outline school policies aimed at fostering student Discipline: (1) Instilling and comprehending disciplinary character education; (2) Establishing disciplinary rules; (3) Teacher oversight of student behaviour beyond the school premises; (4) Disseminating disciplinary messages within the school and home environments; and (5) Engaging parents as advocates for discipline within the school community.

Indeed, discipline emerges as an indispensable element in students' educational journey. Its conscious cultivation fosters positive attitudes, behaviours, and consistent lifestyles, thereby enhancing students' success in learning. Through habituation, discipline can be instilled at home and in school environments, bolstered by unwavering support from parents, teachers, and close relatives.

Method

Type and Design

This research adopts a qualitative approach, utilising the Literature Review study method, as expounded by Syaodih (2009), to critically analyse existing literature and generate theoretical and methodological insights pertinent to the research topic. Specifically, it employs a comparative literature review research design to examine the implementation of disciplinary character education in Indonesia and Australia. The study encompasses four key corrective elements, drawing from the perspectives Hurlock (1988) articulated: rules, rewards, punishment, and consistency.

Data and Data Sources

The data utilised in this research comprise journal articles, websites, and books on implementing disciplinary character education in both Indonesia and Australia. As outlined by Sugiyono (2018), these sources constitute secondary data, serving as supplementary resources that contribute to the primary data needs of the study. Secondary data, by its nature, does not originate directly from data collectors but is instrumental in providing valuable insights and information relevant to the research topic. The sources encompass online scientific journals, websites, and scholarly books selected for their relevance and contribution to the research objectives.

Data Collection Technique

The data collection process in this research commences with several systematic approaches. Firstly, utilising Google Scholar, searches are conducted using specific keywords such as "Discipline in Indonesia," "Student Discipline in Indonesia," "Elementary School Discipline," and "Discipline in Australia," combined with "Literature Review" to ensure relevant scholarly articles are identified. Additionally, searches are conducted on Google using keywords like "Elementary School Discipline Australia" to explore web-based resources. Furthermore, ResearchGate employs keywords such as "Discipline in Australia" and "Classroom Discipline in Australia" to access scholarly works. These keyword searches aim to streamline the retrieval of pertinent articles, which will serve as primary research sources concerning the implementation of disciplinary character education in Indonesia and Australia. Following identifying potential sources, a meticulous data sorting process ensues. The researcher systematically reviews the search results from online search engine platforms such as Google, meticulously reading each article to identify relevant information. The data are then manually curated by selecting articles and carefully highlighting essential points related to the key elements of discipline, namely rules, rewards, punishment, and consistency.

Data Validity

Data validity is ensured through a rigorous process incorporating three distinct techniques in this research. Firstly, reader persistence, characterised by thorough and repeated checks of research notes, ensures meticulous scrutiny and verification of the collected data. The author meticulously reviews all research notes, ensuring accuracy and consistency in the data interpretation. Secondly, validation from other authors proficient in the field of discipline serves as a crucial validation technique. Through collaborative discussions and peer review, insights, suggestions, and corrections are sought to enhance the accuracy and robustness of the analysis. This collaborative approach mitigates the risk of errors and biases, enriching the research findings with diverse perspectives. Lastly, source triangulation is employed to corroborate the findings by comparing them with other relevant secondary data sources.

Data Analysis

In this research, the data analysis is conducted using the Interactive Analysis model, as outlined by Miles and Huberman (1994). This model emphasises iterative and continuous engagement with the data until the analysis process

reaches its culmination. The data analysis activities encompass three main stages: data reduction, data display (or presentation), and conclusion drawing/verification.

The data reduction stage involves summarising and categorising the data by thoroughly reviewing journal articles to identify key elements of discipline, such as regulations, rewards, and consistent punishments. Relevant articles are identified by highlighting key sections in PDF files. In the data presentation stage, the data are classified into an Excel file based on indicators derived from disciplinary elements identified in the literature. The final stage entails concluding, wherein the author synthesises the findings from the literature review analysis. Comparative results are recorded in a table, and conclusions are drawn regarding implementing disciplinary character education in Indonesia and Australia. This includes a comparison of similarities and differences in the implementation of disciplinary character education between the two countries.

Result and Discussions

The results of a comparison of the implementation of disciplinary elements in Indonesia and Australia can be seen in [Table 1](#).

Table 1. Comparison of the Implementation of Disciplinary Elements in Indonesia and Australia

Element	Indonesia	Australia
Rules	Each school establishes rules governing various aspects such as punctuality, behaviour, dress code, and academic conduct.	Discipline is regulated by the Education and Children’s Services Act 2019
Reward	Rewards can take the form of praise, smiles, or applause	Reward for increased responsibility
Punishment	Punishment takes the form of sanctions to deter students from violating the rules.	Teachers do not easily give punishment, choosing to ignore small mistakes.

Implementation of Disciplinary Character Education in Indonesian Elementary Schools

The implementation of Discipline in Indonesian schools involves several key aspects. Firstly, as Putra et al. (2020) noted, schools establish mandatory rules and regulations governing classroom conduct and behaviour both within and outside the school premises. Secondly, as highlighted by Fahrurrozi et al. (2022), these rules are prominently displayed on notice boards throughout the school, encompassing directives regarding uniform attire, prohibition of defacing school property, punctuality, and littering, among other disciplinary measures. Thirdly, as elucidated by Rif’iyati and Riyatun (2020), school culture is fostered through various activities, regulations, and subject integration, contributing to cultivating discipline among students. Lastly, according to Amini and Hidayat (2023), teachers play a pivotal role in modeling and reinforcing disciplinary norms by exemplifying punctuality, respectful language, adherence to rules, establishing class regulations, and monitoring student behaviour through home-school communication channels.

The implementation of reward elements in schools is structured as follows: Firstly, as outlined by Rif’iyati & Riyatun (2020), teachers play a pivotal role in nurturing students’ disciplinary character and sense of responsibility by serving as role models, providing rewards, and fostering habitual activities that encourage positive behaviour. Secondly, as Putra et al. (2019) noted, promoting good behaviour aligns with established regulations, with appreciation often conveyed through non-material means such as verbal praise, smiles, or applause. Thirdly, according to Amini and Hidayat (2023), teachers occasionally offer gifts to students as a form of recognition for demonstrating discipline. Lastly, Fahrurrozi et al. (2022) emphasise that teachers employ rewards to incentivise disciplined behaviour, aiming to stimulate students’ enthusiasm for learning.

The application of punishment in Discipline enforcement in Indonesia is structured as follows: Firstly, as highlighted by Rif’iyati & Riyatun (2020), punishment serves as a mechanism to instil awareness in individuals regarding their misconduct, typically taking the form of sanctions aimed at fostering adherence to expected behavioural norms. Secondly, according to Putra et al. (2019), rules and regulations at SD Negeri 2 Sendangsari, Batuwarno District, Wonogiri Regency, predominantly focus on promoting positive student conduct. Thirdly, Putra et al. (2020) note that teachers often resort to reprimands and warnings when students misbehave, yet persistent misconduct may lead to repeated disciplinary measures. Lastly, Fahrurrozi et al. (2022) underscore the role of teachers in administering punishment to students who violate rules to impart an understanding of the consequences of their actions.

The application of consistency in Discipline implementation is structured as follows: Firstly, as noted by Putra et al. (2019), consistency is maintained through the reinforcement of rules via teaching and enforcement, with punishments for rule violations and rewards for compliance. Secondly, Fahrurrozi et al. (2022) emphasise habit formation as a continuous and programmed learning approach, whereby consistently applying disciplinary habits gradually embeds them in students. Thirdly, Putra et al. (2020) highlight the regularity of assignments to enhance students’ mental and moral qualities, underscoring the importance of habitual adherence to rules within the school environment. Fourthly, Amini and Hidayat (2023) advocate for character habituation in various aspects, such as time management, attitude, adherence to rules, and

academic discipline. Lastly, Rifiyati & Riyatun (2020) describe familiarisation activities like morning assemblies, flag ceremonies, and prayers, which foster a consistent routine conducive to Discipline at SD Negeri 01 Legok Kalong Karanganyar, Pekalongan, Central Java.

Implementation of Disciplinary Character Education in Australian Elementary Schools

The application of elements of order in Discipline implementation is as follows: Firstly, in public schools in Australia, teachers are authorised to Discipline students under the Education and Children's Services Act 2019 and related regulations. Principals possess the authority to enforce behavioural controls and impose penalties for breaching school rules, as outlined in a handbook (2021). Secondly, as indicated by Stewart (2004), Australian education authorities have enacted regulations granting principals the authority to expel misbehaving students from their schools. Thirdly, Lewis (2001) describes the Control model, which entails establishing clear rules and involving students in class discipline decision-making processes to foster good behaviour. Lastly, Sullivan et al. (2014) highlight disciplinary strategies incorporating increasingly authoritarian sanctions to deter repeated rule violations.

In Australia, the application of the reward element in Discipline implementation is structured as follows: Firstly, Sullivan et al. (2014) advocate using rewards to promote obedient behaviour, while sanctions are employed to deter students from disrupting the learning environment. Secondly, as Lewis (2001) highlighted, teachers are encouraged to foster responsibility in less accountable students through increased utilisation of rewards, guidance, discussions, and involvement in rule-setting processes. Thirdly, Stewart (2004) underscores the significance of suspension as a consequential measure for certain students, wherein each suspension serves as a tangible consequence, functioning to diminish undesirable behaviour, thereby enabling teachers to maintain a conducive learning atmosphere within the school.

In Australia, the implementation of the punishment element in discipline follows these approaches: Firstly, as stated by Lewis (2006), sanctions are to be applied only after a warning, directed solely at the offending party, and administered calmly. Secondly, according to Sullivan et al. (2014), primary school educators typically refrain from assigning additional work as punishment, often opting to overlook minor infractions. Thirdly, Stewart (2004) suggests that despite the inevitability of misbehaviour, teachers should devise strategies to address such issues, including considering corporal punishment to manage disruptive behaviour. Lastly, Sullivan et al. (2014) outline a sequence of steps in administering punishment, which may involve warnings or reminders, in-class or out-of-class time-outs, referral to school leadership, suspension, and expulsion from school.

In Australia, consistency in discipline implementation is achieved through the following methods: Firstly, as Lewis (2001) noted, elementary school culture prioritises cultivating student responsibility as a fundamental educational objective. Secondly, Stewart (2004) emphasises the importance of teachers' possessing and consistently applying coherent and structured discipline strategies. Thirdly, teachers, as highlighted by Lewis (2006), are encouraged to address student violations consistently and calmly to mitigate any potential embarrassment experienced by students.

Comparison of Disciplinary Character Education in Indonesian and Australian Elementary Schools

In Indonesia and Australia, the implementation of disciplinary character education shares several similarities. Firstly, both countries aim to shape the disciplinary character of all school members by enforcing school rules and regulations. Secondly, awards are utilised as incentives to encourage obedient behaviour and foster a sense of responsibility among students, thereby enhancing discipline. Thirdly, sanctions and punishments serve as a deterrent for students who violate school regulations. Fourthly, a consistent approach to instilling discipline is emphasised, with both countries employing habituation to embed discipline in students through continuous reinforcement.

The variance in implementing disciplinary character education between Indonesia and Australia is notable. In Indonesia, school rules and regulations are typically formulated by teachers and school principals, resulting in varying policies across different schools. These rules are prominently displayed on discipline boards as constant reminders for students to adhere to them. Conversely, in public schools in Australia, teachers operate under the authority granted by the Education and Children's Services Act 2019 and its associated regulations. This legislation empowers principals to oversee student behaviour and administer penalties for violations of school rules.

Implementing reward elements for good behaviour in Indonesian elementary schools aligns with established regulations. Recognition for positive conduct does not necessarily involve material rewards but can manifest through verbal praise, smiles, or applause. Conversely, Australian elementary schools utilise awards as incentives to enhance students' sense of responsibility and foster obedient behaviour, while sanctions deter disruptions to the orderly learning environment.

In Indonesia, elementary school teachers initiate the implementation of punishment by issuing multiple warnings to students; if the misconduct persists, disciplinary action is taken. Typically, this involves reinforcing positive behaviours that students are expected to exhibit. Conversely, in Australian elementary schools, teachers generally avoid assigning additional tasks as punishment and overlook minor infractions while reserving corporal punishment to address severe misbehaviour.

Regarding the application of consistency elements, Indonesian educators focus on instilling discipline through character habituation, emphasising time management, adherence to rules, and fostering a disciplined learning attitude.

Conversely, in Australian schools, teachers maintain consistency by adhering to a structured discipline plan and calmly addressing student violations to minimise potential embarrassment.

Conclusion

Previous studies have overlooked the implementation of disciplinary character education in Indonesia and Australia, indicating a need for updated research in this area. This study sheds light on implementing disciplinary character education in both countries, focusing on four key aspects: rules, rewards, punishment, and consistency, drawing from opinions presented by Hurlock (1988). The findings of this research aim to contribute to policy-making efforts to enhance the education system in Indonesia.

However, this study faces several limitations. Firstly, data sources on implementing disciplined character education in Australia remain relatively limited, with few sources providing a comprehensive national overview. Additionally, due to challenges in sourcing relevant data, the scope of disciplinary elements examined in this research is confined to only four aspects. Future research on this topic would benefit from expanding data sources, exploring additional disciplinary elements, and potentially incorporating research in languages other than English.

This study offers two recommendations. Firstly, the Indonesian government should consider formulating specific policies to promote disciplined character education, potentially granting teachers the authority to discipline students following Education Law and empowering school principals to enforce disciplinary measures for rule violations. Secondly, educators should adopt coherent and structured strategies to enhance student discipline, such as increasing instructional time dedicated to cultivating character education in elementary schools.

Acknowledgement

The author expresses gratitude to the Department of Elementary School Teacher Education, Muhammadiyah University of Surakarta, for their invaluable support in facilitating the successful execution of this research.

References

- Akmaluddin, & Haqiqi, B. (2019). Kedisiplinan belajar siswa di Sekolah Dasar (SD) Negeri Cot Keu Eung Kabupaten Aceh Besar [Student learning discipline at the Cot Keu Eung State elementary school (SD), Aceh Besar Regency]. *Jurnal of Education Science (JES)*, 5(2), 1–12. <https://doi.org/https://doi.org/10.33143/jes.v5i2.467>
- Amini, N. A., & Hidayat, M. T. (2023). Tinjauan pustaka sistematis: penanaman nilai karakter kedisiplinan melalui pembiasaan sholat berjamaah di sekolah dasar [Systematic literature review: instilling disciplinary character values through the habit of congregational prayer in elementary scho. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*, 7(1), 147–157. <https://doi.org/10.24036/jippsd.v7i1.122438>
- Anggara, Y. D. (2015). Implementasi nilai-nilai kedisiplinan siswa kelas IV SD Unggulan Aisyiyah Bantul [Implementation of disciplinary values for fourth grade students at Unggulan Aisyiyah Elementary School, Bantul]. In Skripsi, Universitas Negeri Yogyakarta, Yogyakarta.
- Chalista, A., Suhartono, S., & Ngatman, N. (2020). Analisis kedisiplinan belajar siswa kelas tinggi SD Negeri 1 Panjer tahun pelajaran 2019/2020 [Analysis of the learning discipline of high class students at SD Negeri 1 Panjer for the 2019/2020 academic year]. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, 8(3), 358–364. <https://doi.org/10.20961/jkc.v8i3.43605>
- Curwin, L., & Mendler, N. (2018). Discipline with Dignity. In *Teori dan Praktek Konseling dan Psikoterapi*. Rafika Aditama.
- Fahrrurozi, F., Sari, Y., & Rohamah, S. (2022). Studi literatur: Implementasi model pembelajaran habit foarming dalam penguatan kedisiplinan siswa kelas 5 sekolah dasar selama pembelajaran daring [Literature study: Implementation of the habit learning model in strengthening the discipline of grade 5 el. *Edukatif: Jurnal Ilmu Pendidikan*, 4(3), 3880–3886. <https://doi.org/10.31004/edukatif.v4i3.2807>
- Hurlock, E. (1988). *Perkembangan Anak [Child Development]*. In M. Tjandrasa (Ed.), Erlangga (2nd ed.).
- Index, W. R. of L. (2022). The Global Rule of Law Recession Continues. <https://worldjusticeproject.org/rule-of-law-index/>
- Irsan, & Syamsurijal. (2020). Implementasi pendidikan karakter disiplin siswa di sekolah dasar Kota Baubau [Implementation of student discipline character education in elementary schools in Baubau City]. *Jurnal Kajian Pendidikan Dasar*, 5(1), 10–17. <https://doi.org/https://doi.org/10.26618/jkpd.v5i1.3058>
- Kartika, S., & Aditia, W. F. (2020). Implementasi kedisiplinan di SDN Sukorame 2 sebagai bekal membentuk pendidikan karakter pada siswa [Implementation of discipline at SDN Sukorame 2 as a provision for forming character education in students]. *JPDN (Jurnal Pendidikan Dasar Nusantara)*, 6(1), 163–173. <https://doi.org/https://doi.org/10.29407/jpdn.v6i1.14439>
- Lawhandbook. (2021). Law Handbook about School Discipline. <https://www.lawhandbook.sa.gov.au/ch06s06s03.php>
- Lewis, R. (2001). Classroom discipline and student responsibility: : the students' view. *Teaching and Teacher Education*, 17(3), 307–319. [https://doi.org/10.1016/S0742-051X\(00\)00059-7](https://doi.org/10.1016/S0742-051X(00)00059-7)

- Lewis, R. (2006). Classroom discipline in Australia. *Handbook of Classroom Management*. <https://doi.org/10.4324/9780203874783.ch46>
- Maksum, A., & Indrawati, R. (2013). Peningkatan perilaku disiplin siswa melalui pemberian reward dan punishment dalam pembelajaran penjasorkes pada siswa kelas XII IPS 1 SMA Negeri 1 Lamongan [Increasing student disciplinary behaviour through providing rewards and punishment in physical educ. *Jurnal Pendidikan Olahraga Dan Kesehatan*, 1(2), 304–306. <https://ejournal.unesa.ac.id/index.php/jurnal-pendidikan-jasmani/article/view/2847>
- Miles, M. ., & Huberman, A. M. (1994). *Qualitative Data Analysis, A Methods Sourcebook*. In Sage Publications
- Munawaroh, S. (2016). Perilaku Disiplin dan Kejujuran Generasi Muda di Daerah Istimewa Yogyakarta [Disciplined Behaviour and Honesty of the Young Generation in the Special Region of Yogyakarta]. In BNPB.
- Mustari, M. (2011). Nilai Karakter Refleksi untuk Pendidikan Karakter [Reflection Character Values for Character Education]. In laksBang Pressindo.
- Nelyahardi, N. (2017). Implementasi nilai-nilai kedisiplinan siswa sekolah dasar [Implementation of disciplinary values for elementary school students]. *Jurnal Gentala Pendidikan Dasar*, 2(2), 202–218. <https://doi.org/10.22437/gentala.v2i2.6806>
- Prijodarminto. (1992). Disiplin Kiat Menuju Sukses [Discipline Tips for Success]. In Pradnya Paramita (1st ed.).
- Pusiknas.polri. (2023). Statistik Langgar Lantas | Pusiknas Bareskim Polri [Past Breaking Statistics | Pusiknas Bareskim Polri]. https://pusiknas.polri.go.id/langgar_lantas
- Putra, A. W., Suyahman, & Sutrisno, T. (2019). Peranan Tata Tertib Sekolah dalam Membentuk Perilaku Kedisiplinan Siswa di Sekolah Dasar Negeri 2 Sendangsari Kecamatan Batuwarno Kabupaten Wonogiri Tahun Pelajaran 2019/2020 [The role of school rules and regulations in shaping student disciplinary behavi. *Civic Education and Social Science Journal (CESSJ)*, 1(1), 106–127. <https://doi.org/https://doi.org/10.32585/cessj.v1i1.361>
- Putra, H. M., Setiawan, D.-, & Fajrie, N.-. (2020). Perilaku kedisiplinan siswa dilihat dari etika belajar di dalam kelas [Student disciplinary behaviour is seen from learning ethics in the classroom]]. *Jurnal Prakarsa Paedagogia*, 3(1). <https://doi.org/10.24176/jpp.v3i1.5088>
- Rif'iyati, D., & Riyatun. (2020). Pembentukan karakter disiplin peserta didik melalui budaya sekolah [Formation of students' disciplined character through school culture]. *Al-Mafahim: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(2), 1–10. <https://doi.org/https://doi.org/10.53398/jm>
- Rohinah, M. N. (2012). The Hidden Curriculum Membangun Karakter Melalui Kegiatan Ekstrakurikuler [The Hidden Curriculum Builds Character Through Extracurricular Activities]. In *Insan Mandiri*.
- Salam, M., & Anggraini, I. (2018). Kedisiplinan belajar siswa kelas V di SDN 55/I Sridadi [Learning discipline of class V students at SDN 55/I Sridadi]. *Jurnal Gentala Pendidikan Dasar*, 3(1), 127–144. <https://doi.org/10.22437/gentala.v3i1.6777>
- Stewart, D. (2004). Learner discipline : An Australian perspective. *Koers-Bulletin for Crishtian Scholarship*, 69(2), 317–335.
- Sugiyono. (2018). Metode Penelitian Kuantitatif, Kualitatif, R & D [Quantitative, Qualitative, R & D Research Methods]. In CV Alfabeta.
- Sukarelawan, A. . (2019). Hubungan pola asuh persuasif dan motivasi belajar terhadap kedisiplinan siswa kelas VII MTS Al-Hikmah [The relationship between persuasive parenting and learning motivation on the discipline of class VII MTS Al-Hikmah students]. *Al-Mujaddid: Jurnal Ilmu-Ilmu Agama*, 1(2), 89–98.
- Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish them or engage them? Teachers' views of unproductive student behaviours in the classroom. *Australian Journal of Teacher Education*, 39(6), 43–56. <https://doi.org/10.14221/ajte.2014v39n6.6>
- Susiyanto, W. M. (2014). Analisis implementasi pendidikan karakter di sekolah dalam rangka pembentukan sikap disiplin siswa [Analysis of the implementation of character education in schools in the context of forming students' disciplinary attitudes]. *Jurnal Pendidikan Ekonomi IKIP Veteran Semarang*, 2(1), 62–69.
- Sutirna. (2013). Perkembangan & Pertumbuhan Peserta Didik [Student Development & Growth]. In Penerbit Andi.
- Syaodih, N. (2009). Metode Penelitian Pendidikan [Educational Research Methods]. In PT. Remaja Rosdakarya (p. 52).
- Tu'u, T. (2004). Peran Disiplin Pada Perilaku Dan Prestasi Siswa [The Role of Discipline in Student Behaviour and Achievement]. In PT. Grasindo.
- Utami, S. W. (2019). Penerapan pendidikan karakter melalui kegiatan kedisiplinan siswa [Implementation of character education through student discipline activities]. *Jurnal Pendidikan (Teori Dan Praktik)*, 4(1), 63–66. <https://doi.org/10.26740/jp.v4n1.p63-66>
- Wuryandani, W., Maftuh, B., & Budimansyah, D. (2014). Pendidikan karakter disiplin di sekolah dasar [Disciplined character education in elementary schools]. *Cakrawala Pendidikan*, 286–295. <https://doi.org/http://dx.doi.org/10.21831/cp.v2i2.2168>