Implementation of Disciplinary Character Education: A Comparative Study of Indonesian and Japanese Primary School

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Abstract

Purpose: This research aims to compare the implementation of disciplinary character education in elementary schools in Indonesia and Japan.
Methodology: The method used in this research is descriptive qualitative with a literature study design and comparative literature review type. Data sources come from online journal articles, article websites, school websites, and YouTube videos.
Results: The research results show that (1) Indonesian and Japanese elementary schools' school and class regulations exist. (2) There are regulations outside of learning in Indonesian and Japanese elementary schools. (3) Punishment in Indonesian elementary schools can use a points system, whereas Japanese elementary schools use a group peer pressure system. (4) Consistency in the form of habituation in Indonesian elementary schools is carried out through worship activities and daily notes. In contrast, in Japanese elementary schools, it is carried out through routine activities of cleaning the school (o- sōji), lunch (kyuushoku), and character education learning (doctors), and students are used to bying strict rules since childhood. (5) Student consistency in class in Indonesian and Japanese elementary schools is established through routine activities according to the learning sequence.
Applications/Originality/Value: The novelty of this research is that this research compares the implementation of disciplined character education in Indonesian and Japanese elementary schools using the literature review method.

Introduction

Discipline is a person's ability to control themselves by carrying out an activity consistently. Discipline is an important character to instill so that life becomes structured and can also be used as a tool for an individual or group to achieve the goals they want to achieve. Discipline influences the way of thinking and acting, so a person tends to be wiser when deciding and thinking about the causes and effects that arise afterward. By instilling a disciplined attitude, orderly habits and compliance with existing ethics and regulations will be created.

Discipline is closely related to regulations. Discipline is a form of action or attitude based on a person's self-awareness to abide consistently by the rules and regulations in the society where the person lives. (Musibikin, 2021). Laws are created to regulate life and create an orderly and peaceful situation. If a disciplined attitude in bying the rules is not used, it will create chaos. Many cases of indiscipline commonly occur in everyday life, such as violating traffic signs, being late in paying taxes, playing truant, not arriving on time, etc. Therefore, self-awareness of the importance of Discipline needs to be instilled so as not to give rise to habits that are detrimental to oneself or others.

Based on the Rule Of Law Index conducted by the World Justice Project or WJP (2022), Indonesia is ranked 64th out of 140 countries. This shows that the level of compliance of Indonesian people with applicable laws still needs to be higher. Then, a survey conducted on 642 road users spread across cities throughout Indonesia in 2014 by the Road Safety Association or RSA (2014), Indonesia shows that only 47.51% of the public understands the applicable traffic regulations. If basic driving knowledge is still low, it will cause traffic accidents to increase. This is based on data from the Ministry of Transportation of the Republic of Indonesia or Department of Transportation (2023). According to Korlantas Polri's records, the number of road accidents caused by human factors (the driver's ability and character) reached 61%; this shows that apart from basic driving knowledge, paying attention to the driver's personality is also essential. The nature of a good driver is being able to control emotions on the road and being disciplined in bying driving rules. Apart from disciplined attitudes as road users, the low level of Discipline in Indonesian society was also seen during the PSBB (Large-Scale Social Restrictions) period. Based on the Detik News website written by Azzahra (2020), The National Survey Media Institute (Median), which surveyed a sample of 1000 respondents from May 10th to May 15th, 2020, obtained results regarding discipline regarding physical distancing. The level of community discipline during PSBB was between 51.6% and 60.3%. Meanwhile, the aspects asked in this survey are the Discipline of working from home, complying with transportation rules,

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and not praying in places of worship during PSBB. Based on these data, the level of Discipline in Indonesian society still needs to be improved.

Several relevant studies on implementing disciplinary character education have been carried out. StudySyamsurrijal (2021) compares the performance of character education in Indonesia and Japan by analyzing the basis, approach, and problems. Study Syamsurrijal (2018) describes the implementation of moral education through a multi-site study in Indonesia, Singapore, and Japan. Another comparison was carried out by Hinta et al. (2020), which describes the differences in implementing elementary school character education in Indonesia and Japan. In their study, Huda et al. (2023) observed and analyzed character and manners education in Indonesia, Turkey, and Japan, with 150 students and 30 teachers in these three countries. StudyGenio (2020)describes disciplined education in Japan's teaching, non-teaching, and learning activities. Study Mulyadi (2019) describes the character education model for early childhood schools in Japan. Study Mulyadi (2014) researched how character education is implemented in Japanese society. Study Aningsih et al. (2022) conducted a case study of how character education in Indonesia is implemented involving 115 participants. Study Fadillah (2019) describes the implementation of disciplined character education at State Elementary School (SDN) 29 Lubuk Alung, Padang Pariaman, by observing and documenting data on school rules and Learning Tool Plans (RPP) prepared by the teacher.

Based on this explanation, disciplined character education in Indonesia still needs to be studied. Most of the research conducted only compares the implementation of character education in general in Indonesia and Japan. Research regarding the performance of character education, especially disciplinary values, has only been carried out in Indonesia or Japan alone, and comparisons have yet to be made between the two countries at the elementary school level. It is essential to compare disciplinary character education in Indonesia and Japan because, as is known, according to The Organization for Economic Cooperation and Development or OECD (2010), which summarizes the results of an educational study in 2009 called the Program For International Student Assessment (PISA) which involved 65 countries. One of the benchmark factors that influence the level of literacy is the climate of discipline in schools. However, Indonesia is ranked 19th in terms of student discipline in the classroom, which means that the level of student discipline in Indonesia is still low compared to other countries, especially Japan which is ranked first regarding student discipline in the classroom. The difference in disciplinary levels between Indonesia and Japan is essential to discuss to improve the quality of correctional education in Indonesia. This research aims to compare the implementation of discipline character education in Indonesian and Japanese elementary schools.

Literature review

The Nature of Discipline
According to Hurlock (1990), Discipline has the same meaning as "Disciple," which means someone learns to follow a leader voluntarily. Then the definition of Discipline, according to Musibikin (2021), is the awareness within a person to by the rules and regulations that apply in the society where that person lives. Meanwhile, according to Daryanto and Darmiatun (2013), Discipline is self-control in bying rules made by oneself or others, whether family, society, educational institutions, religion, or the state. Based on several expert opinions, Discipline is an attitude of self-control in bying applicable regulations and is based on voluntary self-awareness.

Elements of Discipline
According to Hurlock (1996), there are elements of Discipline, which include rules as a guide to behavior, consistency in regulations, punishment for violations, and rewards for good behavior. Meanwhile, the elements of Discipline, according to Rusdinal & Elizar (2005), state that there are four essential elements in Discipline: punishment, rules, rewards (prizes), and consistency. Then, the aspects of Discipline, according to Sukadji (2000), namely (1) following and bying applicable regulations, laws, and values. (2) Obedience and following arise because of self-awareness that this benefits one's success and goodness. Obedience and following can also arise due to pressure, fear, external encouragement, and coercion. (3) As an educational tool to shape, influence, develop, and change behavior according to the values taught. (4) Violators are given punishments to control, train, educate, and improve behavior. (5) Regulations act as guidelines for measurement and behavior. Based on these opinions, it can be concluded that the element of Discipline plays a vital role in forming disciplinary character. The necessary parts are rules, punishment, and consistency. Governments act as guidelines for behavior, punishment acts as a tool to correct behavior contrary to the laws, and thickness acts as a form of commitment to applicable regulations.

Types of Discipline
Types of Discipline, according to Terry (1993), are (1) Self-Imposed Discipline, namely Discipline that arises from oneself based on awareness and willingness and does not arise due to coercion. (2) Command Discipline, namely Discipline that arises due to coercion, punishment, orders, or power. Meanwhile, the types of Discipline, according to Sahertian (1994), include (1) Traditional Discipline, namely Discipline that has the characteristics of suppressing, supervising, punishing, coercing, and resulting in damage to collective judgment. (2) Modern Discipline means that educated people can regulate themselves because of the situations created by education. (3) Lastly is liberal Discipline, which is given so that children

feel unlimited freedom. Meanwhile, according to Sutisna (1986), the type of Discipline is divided into two namely: (1) negative Discipline, namely the use of threats or punishment. (2) Positive Discipline is the same as education and guidance because it emphasizes internal growth, self-control, and self-discipline. Based on these opinions, the type of Discipline is pressure/punishment/coercion, and then there is also the type of Discipline that creates will and motivation in students.

Factors influencing Discipline

Factors that influence Discipline, according to Unaradjan (2003), include 1) External factors originating from outside the person, such as the environment; 2) Internal factors originating within oneself, including the individual's physical and psychological condition. Then by Aulina (2013) What needs to be considered in forming Discipline is 1) respect rather than punishment; 2) creating role models; 3) shunning, threats, shouting, and slapping; 4) fulfilling what they expect; 5) consistency; 6) explain what we say; 7) say sorry if you do bad behavior. Meanwhile, the factors that influence Discipline, according to Waty (2020) are the age of teachers and parents, child's age, gender of parents, gender of the child, similarities in his parents' previous methods of Discipline, adjustment, and provision of knowledge. Based on several opinions above, the factors that influence Discipline include internal and external factors. Internal factors include psychological and physical conditions. Psychological and physical conditions such as the ability to understand oneself and physical health. External factors originate from family, school, and society. For example, parental control, role models provided by the environment/parents/environment, and social relationships.

Discipline theory
Stressless discipline theory acc Marshall (2001). Marshall believed that the key to effective classroom management was procedures in practice and learning, not through imposed rules. "He believes that changing a person's thought patterns is the way to change their emotions. He believes that motivation comes from oneself and that teachers can utilize this motivation to make students more responsible. Marshall's approach to living, caring for, and disciplining children does not use coercion but is not permissive. Marshall developed a teaching model through three steps that school principals can carry out: Positivity, Choice, and Reflection. (1) Positivity: Communication must be done positively. (2) Choice: Giving students choices teaches students the idea of choice to increase choice responses to students' thinking. Additionally, students always have a choice in their responses. (3) Reflection: Asking reflective questions to encourage students and produce change.

How to instill Discipline

According to Hurlock (1996), Discipline is instilled in three ways, namely permissive Discipline, authoritarian Discipline, and democratic Discipline. Meanwhile, according to Ghofar (2013), Ways to instill Discipline are through fairy tales or stories, habituation, democratic authoritarianism, and permissiveness. Then by Nugroho (2020). Discipline occurs through conditioning and spontaneous activities, such as routine school activities. Based on the opinions above, it can be concluded that instilling Discipline can be done in three ways: (1) Authoritarian: by using punishment, such as in spontaneous activities, if you encounter students who break the rules, parents/teachers must be firm and fair. Then, provide habits that students must follow. (2) Permissive: by giving children the freedom to make decisions. (3) Democratic: by involving children in discussions about a problem, for example, in daily routine activities, parents/teachers explain what they can and cannot do and the reasons why.

Method

Types and designs
The approach used in this research is qualitative research using the literature review method; the type used is a comparative literature review. This research focuses on implementing disciplinary character education in Indonesian and Japanese elementary schools. Penal character education in this research includes punishment, rules, and consistency.

Data and data sources
The data used in this research is secondary data obtained not from direct observation or analysis but from the results of a study conducted by previous researchers. The data used is written data. The data source received is from libraries originating from Google Scholar in the form of theses, online journal articles, blog articles, school websites, and YouTube videos regarding the implementation of character education in Indonesia and Japan. Researchers chose Google Scholar, Google, and YouTube as search engines for data sources because they are easy to access.

Data collection technique

Literature search

The first data collection technique used was conducting a keyword search on Google Scholar the keywords used, namely "Pendidikan Karakter Disiplin" + "Sekolah Dasar" and "Pendidikan Disiplin" + "Sekolah Dasar" and "Pendidikan Karakter Disiplin" + "Jepang" and "Discipline" + "Elementary School" + "Japan" and "Discipline Education" + "Japan." Researchers also conducted keyword searches via Google with the keywords used including "Discipline," "Japan," "Elementary School," "School Rules," "Discipline," "Primary School," and "Japan." Through Google, researchers also used the keyword Elementary School Japan Database List to see a list of names of elementary schools in Japan, which were used to search for elementary school websites in Japan. After knowing the list of names of elementary schools in Japan, the author then searched for the school's website on Google with the keywords Benten (弁天小学校), Kamisugeta Sasa no Oka (上菅田笹の丘), and Elementary School. Apart from that, keyword searches were also carried out via YouTube; the keywords used were Elementary School, Discipline, Japan, and Punishment. The literature search was adjusted to methods, data, and results by the research focus, namely the implementation of discipline education in Indonesian and Japanese elementary schools.

Data sorting

Next, the second technique is sorting data by carefully reading the literature search results with the help of online data search engines like Google Scholar, Google, and YouTube. Researchers do The second sorting manually by sorting online journal articles, theses, website articles, school websites, and YouTube videos that comply with the criteria for implementing disciplinary character education using a qualitative approach and literature review method.

Data validity

In testing the validity of the data, researchers used the check and re-check technique by diligently re-reading the data that had been obtained. Then, the researcher carried out validation with other researchers who also researched disciplined character education to check for writing errors or errors in the data that had been obtained. Researchers also use data source triangulation techniques by comparing the results of other secondary data in online journal articles, theses, website articles, school websites, and relevant YouTube videos.

Data analysis

Data analysis in this research used data analysis techniques according to Miles & Huberman (1994), including data reduction, data display/presentation, and conclusion. Researchers carry out data reduction by summarizing and underlining according to the criteria in the research, and data that is not appropriate is discarded. The criteria researchers use are elements of Discipline, such as punishment, rules, and consistency. Data that meets the requirements will be used as comparative results. Then, the researcher presented the comparative data as a table in an Excel file. Conclusions are drawn by comparing the similarities and differences in the close results in the table in the form of a short description.

Results and Discussion

The results of comparing literature data regarding the implementation of disciplinary character education in Indonesian and Japanese elementary schools contain a comparison of three elements of Discipline, namely rules, punishment, and consistency. Rules are used to limit behavior that students can and cannot do. Punishment is used to deter students who break the rules or are undisciplined, so they do not repeat it. Consistency is applied so that students get used to discipline in activities. The following are the results of the comparison of literature data, which are presented in the following table:

Table 1. Literature data results

No	Elements studied	Indonesia	Japan
1	Regulation	1. Some rules apply in the classroom and school. 2. Create study rules. 3. Rules and regulations for school activities outside of learning.	1. Classroom and school rules in Japan are organized and detailed. 2. Rules when interacting with other people.
2	Punishment	1. There are consequences for students who violate the rules. 2. Penalties are determined using a points system. 3. Parents tend to use physical and psychological punishment.	1. There are penalties for students who violate the rules. 2. Teachers use a group peer pressure system in disciplining students. 3. Oppose corporal punishment/physical punishment.

No		Indonesia	Japan
			4. Parents give punishments through warnings, minor penalties, and even physical punishment.
3	Consistency	1. Habituation is carried out through worship activities. 2. There are student diaries. 3. I am getting used to carrying out routine activities/learning flow in class.	1. Habituation through learning doutoku and seikatsu. 2. Students' habit of cleaning the school/ (o-sōji/ お掃除). 3. I am getting used to lunch activities (kyuushoku). 4. Use a specific sequence when starting and ending learning. 5. Students who are used to bying strict rules/routines.

Disciplinary character education in Indonesian elementary schools

Disciplined character education in elementary schools in Indonesia is carried out through regulations. First, the form of rules that apply at the Sapen Yogyakarta Muhammadiyah Elementary School (SD), according to research by Wuryandani et al. (2014), includes controls in the classroom and school. This statement is also supported by research at SD 29 Lubuk Alung, Padang Pariaman, conducted by Fadillah (2018) indicating that there are rules that apply in the classroom and school; these rules play an essential role in disciplining students by making the boundaries of student behavior clear. Second, based on research conducted by Utami (2023) at SD Negeri 04 Bengkulu Tengah, Central Bengkulu, in forming student discipline during learning, the teacher establishes learning rules before learning begins to create an orderly atmosphere in the classroom. Third, in research conducted by Utami et al. (2023) in SD Kartika XII-1, Magelang in school activities outside of learning also have rules that apply. Activities outside of education include extracurricular and co-curricular activities. Some restrictions apply in extracurricular activities, such as wearing specified attributes, arriving on time, and conditioning yourself well when the action occurs. Co-curricular activities can teach students discipline in managing their time as best as possible.

The implementation of disciplined character education for elementary school students in Indonesia is carried out through punishment. First, based on research conducted by Wuryandani et al. (2014) At SD Muhammadiyah Sapen, Yogyakarta, there are consequences or sanctions for students who violate the rules that apply at school. This is also implemented at Kartika XII-1 Elementary School, Magelang, based on what Utami et al. did (2023). Students who violate the rules in extracurricular activities will be punished. Dewi et al. (2021) research at SD Negeri Ciruas 4, Serang Banten, also indicates that students who commit violations will be subject to sanctions. For example, if a student is late, they must face the picket teacher to receive punishment. The punishment received is cleaning the school yard/running around the field. Second, in research at Madrasah Ibtidaiyah Negeri (MIN) 2 Malang, Malang, conducted by Bisri (2016), The level of punishment is determined using a point system. The higher the violation points a student gets, the more severe the penalty they will receive. Third, based on interviews conducted with parents of MIN 2 Malang students, Malang, most punishments are physical and psychological to deter children who lack Discipline. (Bisri, 2016).

Implementing disciplined character education for elementary school students in Indonesia is consistent. First, based on research conducted at SD Muhammadiyah Sapen Yogyakarta by Wuryandani et al. (2014), A form of consistency in forming a disciplined attitude is carried out by accustoming students to discipline in worship. The practice of worship activities was also carried out at Kartika XII-1 Elementary School, Magelang, during the research by Utami et al. (2023), a form of disciplined habituation in worship in the form of midday and midday prayers in the congregation. The practice of dhuha and midday prayers in the community was also carried out at SDN 29 Lubuk Alung, Padang Pariaman, in the research by Fadillah (2018). Second, monitoring daily activities so that students remain disciplined at home is done using daily notes. The use of diaries is seen in the research by Wuryandani et al. (2014), which was carried out at SD Muhammadiyah Sapen, Yogyakarta, and in a study by Fadillah (2018) at SDN 29 Lubuk Alung, Padang Pariaman and third, based on research by Fadillah (2018) at SDN 29 Lubuk Alung, Padang Pariaman, the practice of forming student discipline by carrying out routine classroom activities. The activities ranged from entering class, greeting, kissing hands, putting down bags, etc. On researchUtami et al. (2023), Routine classroom activities are also carried out at SD Kartika

Disciplinary character education in Japanese elementary schools

The implementation of disciplined character education in Japan is through regulations. First, based on the school website, Kamisugeta Sasa No Oka Elementary School (2023), Yokohama has clear and detailed school regulations. The applicable laws are organized and divided into 4 parts: general rules, regulations when arriving at class, statutes when carrying out mandatory tasks (lunch, cleaning the school), and regulations when coming home. Then, on the school website Benten Elementary School (2020), Osaka also has organized rules written in Benten Elementary School's "School Safety Rules,"

which divides the regulations into several parts, namely during learning, with fellow students, with teachers, and other rules. Second, there are rules when interacting with other people. Japan places great emphasis on politeness; this is shown based on research conducted by Wakaume (2018), who explained that elementary school students in Japan must use Keigo (Japanese respectful language)/honorifics when speaking, especially to teachers and seniors or older people. Then, on the school website, Benten (2020)(弁天小学校) Elementary School, Osaka also has written rules when interacting with other people and fellow students.

The implementation of discipline character education in Japanese elementary schools also involves punishment. First, the penalty is applied to students who violate the rules. This is written on the Smart Corner blog website by Rizky (2022). Elementary school students in Japan who break the rules of arriving late to school after 08.00 will be asked to promise not to repeat their mistake, but if they make the same mistake in the future, they will receive a suspension. Then, the data can be obtained through YouTube videos on Onomappu (2021). The owner of the YouTube channel, Hitoki, shared his experiences and observations regarding implementing punishment during his school days ten years ago. Hitoki said that students who break the rules will receive punishment, such as running around the field, sitting cross-legged in the corridor, and getting extra study hours after school. Second, according to the Fact and Details blog website by Hays (2014), Teachers will use a group peer-pressure system in disciplining students.

Teachers organize students into groups with group leaders and other group members using peer pressure to keep group members in line. There is an emphasis on harmonious functioning as a group. If one student acts out or does not do the task, it is up to the other students to pressure them to punish him for acting correctly. Third, according to research by Wakaume (2018), Japanese law prohibits corporal punishment in schools that causes physical damage to the body and others and causes physical suffering to students. Fourth, research by Mulyadi (2014) shows that Japanese parents give warnings, minor punishments, and physical punishment to their children who break the rules. Some families in Japan are very strict in educating their children about ethics. If their child commits an act that does not follow the applicable regulations, the parents do not hesitate to give punishment. Mulyadi made observations on Japanese society and witnessed a small child being hit on the head until he cried by his father because the child was throwing rubbish everywhere. This punishment will deter the child so that he does not repeat the same thing.

Implementation of disciplined character education in Japanese elementary schools using consistency. First, based on research conducted by Genio (2020), Disciplined character education is taught to elementary school students during character education lessons (doutuku). This is also by research conducted by Mulyadi (2019), which states that character formation is taught through studies in the science of morality (doutoku), which are applied in real action. According to research by Mulyadi (2014), habituation through doutoku character education learning is carried out for 1 hour of knowledge (45 minutes in elementary school), which is integrated into all subjects. Examples of direct practice with teachers include students being taught how to cross the road, etiquette on the train, and also in school programs, such as cleaning.

Second, based on videos on the YouTube channel AJ+ (2015), which documents activities at Azabu Elementary School, Tokyo Students' discipline habits are also carried out in school cleaning activities (o-sōji/お掃除). Students perform routine cleaning activities every day for 20 minutes according to their tasks. Based on videos on the YouTube channelLife Where I'm From (2017) stated that at school, there is no cleaning service, so students are required to clean their own classrooms and school environment. Third is habituation at lunch. As per research conducted by Genio (2020), elementary schools in Japan practice discipline in lunch activities (kyuushoku). In lunch activities, elementary school students are invited to make food in the kitchen, prepare, and wash their plates. Every month, parents are given a list of food menus that will be served. Some bring food from home. Fourth, according to the blog website Evolution (EDVON) (2020), Elementary school students in Japan have a specific order when starting and ending learning. Classroom learning begins when students greet the teacher and bow to the teacher to show respect; then, students ask the teacher to teach them. Words used include kiritsu (stand up), rei (bow), and chakuseki (sit down). After the lesson ended, the students thanked the teacher for teaching. The benefit of this approach is that students are more enthusiastic about participating in learning and are more focused on learning because they are unconsciously reminded of when learning has started.

Fifth, based on the evolution blog website (Edvon, 2020), Students in Japan are used to bying strict rules/routines. The Japanese education system is highly disciplined and organized. Japan has strict Discipline and practices that everyone follows, and an incredible amount of responsibility is given to students. The Smart Corner website, written by Rizky (2022), states that young children in Japan already have good character. This is the fruit of strong culture and traditions that have been practiced for over 60 years. The result is a Japanese society that lives in an orderly, polite, and disciplined manner.

Similarities and differences

First, in instilling the character of Discipline in elementary school students through regulations, elementary schools in Indonesia and Japan both use rules at school and in the classroom. Regulations ensure that students have clear boundaries regarding the behavior they may or may not carry out in class and at school. Rules create an orderly atmosphere in the school environment and classroom learning. The difference is that the regulations in Indonesian elementary schools are less detailed than those in Japan, which are even fully contained on the school website. Parents can also access school regulations in Japan on school websites, and there are even home study procedures that parents can use as guidelines for

disciplining their children's learning activities at home. With detailed and strict regulations, students can get used to bying the most minor rules and become accustomed to being disciplined. Second, if elementary schools in Japan already contain detailed class rules in school manuals, then elementary schools in Indonesia use class rules made before starting learning. Class rules are made so students know the attitudes they must adopt when learning. This can raise awareness of disciplinary obligations in students because class rules are made based on an agreement between the teacher and students so that students are responsible for decisions determined together. Third, laws also exist outside of learning. Elementary schools in Indonesia apply rules and regulations for extracurricular and co-curricular activities, whereas in Japanese elementary schools there are group lunch activities (kyuushoku) and school cleaning activities (o-sōji/お掃除). The rules in this activity function so that students remain orderly, not only during learning. Students must be disciplined even when carrying out activities according to their interests and talents.

Disciplinary character education in elementary schools is also carried out through the provision of punishments. First, in Indonesian and Japanese elementary schools, sentences are given to students who violate the rules. This punishment aims to prevent students from repeating undisciplined actions because there are consequences for every step taken. Second, punishment in elementary schools in Indonesia uses a points system. This system is implemented so that students can control their behavior so that they do not receive more severe punishment so that students become more careful.

Meanwhile, punishment in Japanese elementary schools uses a system *of peer pressure* groups. In this system, it is not the teacher who pressures students to be disciplined in the classroom but the students' peers who determine actions that can punish friends in their group. So that students better understand what steps should be taken and what form of punishment is appropriate for disciplining someone. Third, when at home, parents of elementary school students in Indonesia and Japan use psychological and physical punishment. This punishment is considered a deterrent effect that shapes children's Discipline because they fear being punished again. However, elementary schools in Indonesia and Japan do not use physical punishment against students.

Discipline character education in elementary schools requires consistency. Consistency in Indonesian and Japanese elementary schools is done through habituation. First, the habituation carried out in Indonesian elementary schools tends to be habituation in worship, whereas, in Japan, there is rarely any habituation related to religious activities. In worship activities, students are taught time discipline and the attitudes that must be adopted. Second, in Japanese elementary schools, more emphasis is placed on activities through "doutoku" lessons. Elementary school children are trained to have an independent and disciplined character.

Education for independence and Discipline is not taught through theories written in textbooks but is directly applied in real action. Then, cleaning classes and schools rely on something other than cleaning services like in Indonesia because, in Japanese schools, there is no cleaning service; lunch activities are served by students who work in turns, followed by group toothbrushing activities. Students are given the awareness that they are the ones who use the classrooms and facilities at school, so they must clean and maintain them. Third, elementary school students in Indonesia are used to keeping diaries to monitor activities at home, while Japanese elementary school students have been accustomed since childhood to bying strict rules by their parents, not just because the school requires it. This causes Japanese elementary school students to become more accustomed to following strict rules and routines, which has become a strong tradition and culture regarding Discipline. Using routine classroom activities, familiarize students with Indonesian and Japanese elementary school classes. This can accustom students to be disciplined in carrying out everyday activities in sequence.

Conclusion

Previous research mostly only compared general character education implementation in Indonesia and Japan. Research on implementing character education, exceptionally disciplined character, has only been conducted in Indonesia or Japan. There has yet to be comparative research on implementing discipline education between the two countries, especially at the elementary school level. This research is vital in improving Discipline in elementary school students in Indonesia.

Researchers experienced problems with the need for more data sources in conducting this research. Researchers only found a few quotations from journal articles and mainly used references from website articles, theses, school websites, and YouTube videos. The idea for further research is to use more valid data sources, such as journal articles and government websites. In future research, we can examine more elements of Discipline, not just rules, punishment, and consistency.

Based on a comparison of implementation in aspects of discipline elements, which include regulations, punishments, and consistency in Indonesian and Japanese elementary schools, this research produces several suggestions for forming disciplinary character that can be applied in Indonesian elementary schools. First, school principals and teachers can make school rules and class regulations more detailed so that students get used to being disciplined for even the most minor actions. School principals can make policies in which habits are carried out through worship, lunch, and routine school cleaning activities. Second, when giving punishment, teachers can also use a peer-pressure system so that students can discipline other people, not just themselves. Third, the Indonesian government can create a policy of character education learning that is taught through theory and real action.

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