

Implementation Disciplinary Character Education: A Comparative Study of Indonesian and Danish Elementary Schools

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Abstract

Purpose: The research aims to reveal and compare the implementation of disciplinary character education in elementary schools between Indonesia and Denmark.

Methodology: This study employs a qualitative approach, utilising a literature review research method, specifically employing a comparative literature review design. The data corpus consists primarily of journal articles sourced online, supplemented by website articles and pertinent videos. To ensure data validity, several techniques are employed, including the check and recheck method, researcher validity protocols, and source triangulation. Data analysis encompasses the systematic reduction, presentation, and conclusive interpretation of gathered information.

Results: The research findings illustrate similarities and disparities in implementing disciplinary character education between Indonesia and Denmark. Shared practices include the ritual of queuing before class, recognition through praise for diligent efforts, and the emphasis on timely submission of assignments. Conversely, divergences emerge in the methodologies employed. In Indonesia, disciplinary character education is primarily imparted through direct habituation in daily routines, such as students engaging in prayer before commencing lessons. In contrast, Denmark adopts a model based on exemplification, where teachers serve as role models, and students emulate disciplined behaviour accordingly. Furthermore, while Indonesian students receive instruction on adhering to traffic regulations at pedestrian crossings within classroom settings, Danish counterparts undergo repetitive teaching sessions on traffic rules, subsequently applying acquired knowledge under the supervision of their educators on the actual road.

Applications/Originality/Value: The novelty of this research lies in its exploration of the implementation of disciplinary character education within elementary school settings, particularly focusing on a comparative analysis between Indonesia and Denmark.

Introduction

Discipline manifests as an individual's commitment to adhering to established rules and regulations, showcasing their capacity for obedience and respect. Its significance transcends the confines of the educational environment, extending its influence to broader societal contexts. Through discipline, individuals can effectively structure their time, thereby facilitating pursuing and attaining personal and collective objectives while averting undue burdens. The cultivation of discipline hinges upon self-control, manifested through adherence to prescribed norms and regulations. These rules serve as guiding principles, shaping individual conduct and fostering the development of constructive habits. Engaging in activities such as forming orderly classroom queues exemplifies discipline, as individuals participate in behaviours that yield tangible benefits and contribute positively to their surroundings.

Furthermore, discipline is a deterrent against indulging in unproductive pursuits, thereby safeguarding individuals against squandering valuable time. Sustaining discipline necessitates the collective commitment of all stakeholders. Absent consequences for transgressions, individuals may succumb to procrastination, impeding optimal time management and goal attainment. Violations of disciplinary norms carry repercussions, underscoring the importance of upholding such standards.

Regrettably, instances of undisciplined behaviour persist within educational settings, exemplified by tardiness or non-compliance with uniform regulations. Similarly, societal contexts witness deviations from disciplined conduct, as evidenced by apathy towards environmental preservation and disregard for established policies, such as littering. Such attitudes pose tangible risks to communal well-being, underscoring the imperative of instilling discipline from an early age. In Indonesia, infractions related to disciplinary character persist, reflecting a need for heightened awareness regarding regulatory compliance. As Rohmah et al. (2021) highlighted, discussions surrounding school discipline cannot overlook the prevalence of negative behaviours among students and society, signalling a pressing concern that warrants concerted attention.

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Within the school environment, instances abound where students arrive late or fail to adhere to prescribed regulations, such as arriving without necessary materials or not donning the mandated uniform. Some students exhibit tardiness despite the stipulated seven o'clock start time, arriving 15 minutes past the designated hour and flouting uniform guidelines. Annisa (2019) advocates for more stringent enforcement of disciplinary measures within educational settings, emphasising the need for robust sanctions against rule violations. Critically, teachers' inconsistent application of penalties for transgressions perpetuates an environment where disciplinary standards are not uniformly upheld.

Students who exhibit disciplinary lapses encompass a spectrum of behaviours, including neglecting assignments, deviating from uniform protocols by wearing non-standard attire, and failing to wear required ties. Despite verbal admonitions from teachers and parents, some students persist in contravening these regulations. Establishing rules serves as a mechanism to instil discipline among students, yet their efficacy hinges on consistent enforcement. When educators and other supervisors fail to intervene, individuals may erroneously perceive their actions as permissible.

Data from the Rule of Law Index compiled by the World Justice Project (2022) sheds light on the divergent disciplinary standings between Indonesia and Denmark. Indonesia ranks 64th out of 140 countries in discipline, whereas Denmark secures the top position. This discrepancy underscores the imperative of prioritising discipline-related issues, necessitating concerted efforts toward remediation and improvement.

Several studies have delved into the disciplinary character education of elementary school students, offering insights into varied approaches and outcomes. Rohmah et al. (2021) delineate the strategies schools employ to acquaint and enforce regulations, fostering a culture of discipline among students. Meanwhile, Annisa (2019) elucidates the seven policies implemented by State Elementary School 29 Lubuk Alung, Padang Regency, aimed at cultivating discipline. Anggraini and Tryanasari (2022) expound on the direct application of disciplinary character at Madrasah Ibtidaiyah Negeri II Ponorogo, Ponorogo Regency, detailing how teachers exemplify disciplined behaviour beyond formal learning hours.

Sina (2017) offers insights into the planning and execution of disciplinary character education through habituation at Muhammadiyah 5 Surakarta Elementary School, Surakarta City. Dole (2021) underscores the positive impact of character education, noting the moderate level of student discipline at Gugus 01 Elementary School, Ende Regency. Setyaningrum and Setianingsih (2020) shed light on the influential role of class teachers in shaping students' character in Indonesia, alongside the obstacles encountered in fostering disciplined conduct. Lastly, Thobroni et al. (2022) provide an overview of the Danish education system, which prioritises effective learning methodologies.

Moreover, as posited by Sukestiyarno (2019), the educational framework in Denmark has effectively fostered disciplined character traits while placing a high premium on cultural values among students. Sari et al. (2019) advocate for the efficacy of incentivising discipline through rewards, while Utami et al. (2022) underscore the role of verbal reinforcement in cultivating disciplined behaviour, exemplified by orderly conduct in various tasks.

However, despite these insights, a comprehensive understanding of disciplinary character in Indonesia remains elusive. Existing research predominantly offers a general overview of disciplinary character within the Indonesian context, with limited exploration into its nuanced aspects. Moreover, comparative analyses between Indonesia and Denmark are conspicuously absent. Compounding this, disciplinary issues in Indonesia often receive inadequate attention.

Recognising the significance of bridging this gap, this study seeks to elucidate and juxtapose the implementation of disciplinary character education between Indonesia and Denmark. Addressing this gap, the research aims to offer invaluable insights that can inform disciplinary character education practices within the Indonesian educational landscape.

Literature review

Annisa (2019) articulated that the essence of discipline lies in its intrinsic connection to guiding individuals toward adherence to established norms and regulations. Building upon this premise, Anggraini and Tryanasari (2022) assert that discipline evolves through systematic training, culminating in a repertoire of behaviours characterised by elements such as obedience, submission, loyalty, and order, thereby contributing to the holistic development of an individual. Similarly, Dole (2021) emphasises cultivating discipline through behavioural manifestations of values such as obedience, loyalty, and order. According to Sina (2017), discipline embodies a process wherein an individual's character undergoes formation through adherence to prescribed rules governing behavioural conduct. Collectively, these expert perspectives converge to underscore discipline as a state nurtured through self-regulation, marked by obedience and adherence to established rules and norms.

To ascertain whether discipline is ingrained within an individual, one can examine the presence of key elements delineated by experts. According to Hurlock (2014), discipline comprises several vital components: rules, habits, punishment, and rewards. Rules regulate behaviour and instil approved attitudes endorsed by authorities, while punishment is a consequence for transgressions, and rewards acknowledge accomplishments attained by individuals or groups. Echoing this sentiment, Wantah (2005) identifies similar elements, including rules, habits, punishment, rewards, and consistency. Similarly, Sutirna (2013) underscores the significance of rules in providing behavioural guidance alongside emotions that motivate positive conduct and enforcing consequences through punishment and rewards in response to rule violations or incorrect behaviour. Thus, based on these expert perspectives, discipline encompasses four fundamental elements: rules, consistency, punishment, and rewards.

Internal and external factors shape discipline, each playing a pivotal role in individual development. Unaradjan (2003) underscored that external factors encompass familial and educational contexts, with family conditions as a cornerstone in shaping an individual's upbringing, while school environments contribute significantly to the broader learning milieu within communities.

Internally, both physical and psychological conditions exert influence. Sugiarto (2019) delineates key internal factors affecting students' disciplinary attitudes, including motivation levels, academic diligence, and engagement with educational content. Conversely, as elucidated by Sugiarto, external factors encompass parental involvement and teacher encouragement, which collectively impact student behaviour.

Additionally, Tu'u (2004) elucidates factors influencing discipline, highlighting self-awareness as a motivational impetus, adherence to rules and regulations as behavioural guidelines, educational methodologies aimed at inculcating prescribed values, and punitive measures designed to rectify deviant behaviour. Consequently, it can be inferred that internal and external influences shape the discipline, each contributing significantly to cultivating disciplined character.

Risma (2020) delineates three key types of student discipline: time discipline, which fosters efficient task completion; discipline in enforcing rules aimed at maintaining order within the school environment; and attitude discipline, reflecting an ethos of adherence to regulations. Hurlock (1999) categorises discipline into distinct types, notably authoritarian discipline, characterised by stringent adherence to rules to elicit desired behaviour; permissive discipline, which entails minimal or no regulation, opting instead for guidance without punitive measures; and democratic discipline, which prioritises explanations to facilitate children's comprehension of expected behaviour, incorporating a balance of punishment and rewards. Sutirna (2013) expands upon the forms of discipline, delineating between coercive discipline, which relies on force or compulsion to enforce compliance, and non-coercive discipline, which seeks to foster obedience through methods other than coercion.

Discipline by force (authoritarian) is discipline by staff, and the child must follow the rules that have been determined. Meanwhile, discipline without coercion (permissive) is a discipline that allows children to find their limits. From this opinion, it can be concluded that discipline is divided into four types, namely time discipline, rule discipline, attitude discipline, and democratic discipline.

Annisa (2019) states that fostering disciplinary character entails reinforcing school and classroom regulations to ensure effective implementation. Engaging parents in disciplinary character education can further bolster the cultivation of disciplined behaviour within the school milieu. Similarly, Sina (2017) advocates instilling discipline values through habitual practices, such as performing Duha prayers and assigning picket duties, thereby ingraining adherence to disciplinary norms among students and educators. Drawing from Hurlock's (2003) framework, discipline can be instilled through three distinct approaches: authoritarian discipline, characterised by strict punishment for non-compliance; permissive discipline, which eschews direction towards socially acceptable behaviour and avoids punitive measures; and democratic discipline, which prioritises explanations, discussions, and reasoning to foster understanding of desired actions. This method underscores the educational aspect of discipline, emphasising comprehension over punitive measures. In conclusion, cultivating a disciplined character involves adherence to rules, involvement of parents and teachers, habitual engagement in tasks, and applying various disciplinary approaches, including authoritarian, permissive, and democratic methodologies.

According to Prijodarminto (1994) in his book "Discipline Tips for Success," discipline is a structured condition forged through actions embodying values such as obedience, compliance, loyalty, and order. These values are cultivated gradually through familial guidance, formal education, experiential learning, exposure to positive role models, and immersion in conducive environments. Discipline, as elucidated by Prijodarminto, manifests across three distinct aspects. Firstly, "mental attitude" denotes a state of mind characterised by obedience and order, honed through training and practice in self-regulation. It entails understanding and internalising the system of rules, norms, criteria, and behavioural standards, fostering a deep-seated awareness that adherence to these guidelines is pivotal for success. Such a mental attitude naturally engenders sincerity in diligently following protocols and directives.

Method

This research adopts a qualitative approach, employing a literature review methodology, specifically focusing on a comparative literature review design. The study investigates the variance between Indonesia and Denmark regarding disciplinary character education within elementary schools. The disciplinary characteristics under scrutiny encompass rules, consistency, punishment, and rewards.

Data and Data Sources / Data and Data Sources

The research relies on secondary data from various sources, including journal articles, website articles, and videos, on implementing disciplinary character education in elementary schools in Indonesia and Denmark. The data search is facilitated through platforms such as ResearchGate, YouTube, and various websites, chosen for their accessibility and wealth of relevant information. ResearchGate and websites offer convenient access to scholarly articles and resources

pertinent to disciplinary education practices in both countries. Additionally, YouTube is a supplementary source that broadens the scope of available information, thus enhancing the comprehensiveness of the research findings.

Data collection technique / Data Collection Technique

Literature search

The data collection technique involves a systematic search for literature using various platforms and tailored keywords to align with the research focus on disciplinary implementation in Indonesian and Danish elementary schools. This includes:

1. Utilising Google Scholar with specific keywords such as “implementation of discipline in primary school,” “discipline and Indonesian character,” “strategies for cultivating discipline in primary school,” “formation of discipline in primary school,” and “implementation of discipline in primary school.”
2. Searching ResearchGate with keywords like “primary school rules in Denmark” to access relevant scholarly resources.
3. Exploring websites using keywords such as “implementation of discipline in elementary school,” “Danish lessons in rule obedience,” “Danish parenting,” and “Danish elementary school” to gather diverse perspectives and insights.
4. Utilising YouTube with keywords such as “elementary school discipline in Denmark” and “elementary school in Denmark” to supplement the search with multimedia resources.

These search parameters are meticulously adjusted to ensure alignment with the research objectives, facilitating the acquisition of pertinent data on disciplinary practices in Indonesian and Danish elementary schools.

Data Sorting

The data sorting process involved meticulously reviewing the literature search results obtained through online search engine platforms such as Google and Google Scholar. The researcher then manually sorted the data, adhering to specific article criteria focusing on applying disciplinary character within a qualitative approach.

Data Validity

In validating the data, the researchers employ several techniques, including study and recheck methods, researcher validity, and source triangulation. The check and recheck process involves thorough and repeated readings to ensure accuracy and reliability. Additionally, researcher validity entails cross-checking the analysis results with other researchers to verify the correctness of the information acquired. Furthermore, source triangulation compares the findings from secondary data with relevant and suitable articles, enhancing the credibility and robustness of the research outcomes.

Data Analysis

The data analysis followed the framework outlined by Miles and Huberman (1994), consisting of three main stages: data reduction, data presentation, and conclusion. In the data reduction phase, disciplinary elements such as rules, consistency, punishment, and rewards were identified and summarised for comparison. These elements served as the focal points for analysis. Subsequently, the data was organised and grouped in an Excel file to facilitate presentation.

During the data presentation stage, the findings were systematically organised and presented in the Excel file, allowing for clear visualisation and comparison of disciplinary practices in Indonesian and Danish elementary schools. Finally, in the concluding stage, the similarities and differences between the two contexts were compared and synthesised using tables. These comparative results were then succinctly described, highlighting key insights from the analysis.

Results and Discussion

After carrying out the literature review process with the criteria of the four elements of discipline, detailed comparison results of implementing disciplinary character education were obtained in [Table 1](#).

Table 1. Results Comparison of the Implementation of Elementary School Discipline in Indonesia and Denmark

The elements studied	Indonesia	Denmark
Regulation	<ol style="list-style-type: none"> 1. Come to school on time 2. Start and end lessons on time 3. Dress neatly and politely, 4. Pray before starting learning 5. Respect teachers 6. Carry out a picket 	<ol style="list-style-type: none"> 1. Arrive on time 2. Delay or permission rules 3. Obey traffic 4. Neat and polite clothing

Punishment	<ol style="list-style-type: none"> 7. Collect assignments on time 1. Punishment in the form of coaching 2. Punishment is in the form of sanctions 3. Punishment in the form of advice 4. Punishment is a consequence 5. It cannot be in physical form 6. Punishment is a deterrent 	1. implications for those who violate
Awards	<p>Punishment takes the form of a warning</p> <ol style="list-style-type: none"> 1. Awards to increase motivation, 2. Prizes in the form of praise for great children, 3. Honors in the form of credit, 4. The award takes the form of a sticker 	<ol style="list-style-type: none"> 1. Children are praised for their efforts and perseverance so they have the mind to continue developing. 2. Praise for the process that has been carried out
Consistent	<ol style="list-style-type: none"> 1. Habituation in worship 2. Get used to saying hello 3. Get used to shaking hands 4. Getting used to queuing 5. 5S Habits (Greetings, Smiles, Greetings, Greetings, Polite and Polite) 6. Get into the habit of throwing rubbish in the right place 	1 Getting used to the culture of queuing

Cultivation of Discipline in Indonesia

Several criteria are observed in instilling regulatory elements within disciplinary character education in Indonesian elementary schools. Firstly, learners are accustomed to punctuality, arriving at school and engaging in learning activities promptly, as highlighted by Rif et al. (2020). Secondly, students are taught the importance of wearing neat and tidy uniforms according to the school's prescribed schedule, as emphasised by Shinta and Ain (2021). Thirdly, it is customary for learning activities to commence and conclude with prayers led by the class leader, fostering a sense of reverence and spiritual grounding among learners, as Amelia and Dafit (2023) noted. Lastly, learners are encouraged to demonstrate respect towards teachers and adhere to picket duties as per the established schedule, as underscored by Nelyahardi (2017).

In disciplinary character education within Indonesian elementary schools, the instillation of punishment elements is evident through various approaches:

1. At Banda Aceh State Elementary School 2, students receive tailored guidance as punishment for violations, as Darnius et al. (2019) highlighted.
2. Wuryandani et al. (2014) emphasised that learners in Indonesia face sanctions for rule violations.
3. Punishment at Legok 01 State Elementary School, Pekalongan City, advises students against rule-breaking, according to Rif et al. (2020).
4. At State Elementary School 012 Candirejo, Indagiri Hulu Regency, violators face the consequences and sanctions to deter repeated undisciplined behaviour, as Shinta and Ain (2021) noted.
5. Susukan 09 Pagi State Elementary School in East Jakarta implements non-physical sanctions, such as assigning picket duties for rule violators, per Addawiyah (2023).
6. Elementary school students across Indonesia receive deterrent punishments to discourage rule-breaking, according to Pratiwi et al. (2023).
7. At State Elementary School 13/I Muara Bulian, Jambi City, a warning is given as punishment for rule violators, as described by Darnius (2019).

In Indonesia, the application of the reward element in disciplinary character education is evident through various practices:

1. Teachers use rewards to enhance students' motivation to adhere to rules, as Darius et al. (2019) exemplify. For instance, students who comply with classroom conventions receive appreciation from teachers, thereby incentivising others to follow suit.
2. At Susukan 09 Pagi State Elementary School in East Jakarta, students receive praise for exhibiting exemplary behaviour, fostering a disciplined character and instilling a sense of pride in their efforts, as Addawiyah (2023) noted.
3. Elementary school students across Indonesia receive awards in the form of commendation, according to Pratiwi (2023), further reinforcing disciplined conduct.
4. At State Elementary School 13/I Muara Bulian, Jambi, teachers reward compliant students with stickers, typically in the form of stars, which serve as tangible motivation, as Nelyahardi (2017) described.

In Indonesia, the instillation of consistent elements in the character of discipline is demonstrated through various practices:

1. Students are accustomed to praying together and exchanging greetings with teachers, fostering a culture of respect and unity, as observed by Wuryandani et al. (2014).
2. At Legok 01 State Elementary School in Pekalongan City, students line up and shake hands with teachers before commencing learning activities, promoting a sense of order and respect, as highlighted by Rif et al. (2020).
3. At Susukan 09 Pagi State Elementary School in East Jakarta, students greet teachers with smiles, politeness, and manners, fostering a positive and respectful school environment from the moment they arrive, according to Addawiyah (2023).
4. Learners at State Elementary School, 13/I Muara Bulian in Jambi City, are taught the importance of proper waste disposal, with rubbish bins provided based on waste type, encouraging students to dispose of waste correctly, as outlined by Nelyahardi (2017).

The Cultivation of Discipline in Denmark

In Denmark, the instillation of regulatory elements in elementary school discipline is observed through the following practices:

1. At Jinnah International School in Copenhagen, students are taught the importance of punctuality and wearing appropriate attire, as outlined on the school's website (Jinnah International School, 2022).
2. On the YouTube channel Mommy Chloe (2021), it is observed that Danish elementary school students are instructed to obey traffic laws. Teachers provide students with material on traffic rules, and students apply this knowledge on the road under the supervision of teachers.
3. Sandahl (2020) notes that in Denmark, students are taught to seek permission if they cannot attend school, demonstrating a culture of accountability and responsibility among learners.

In Denmark, the application of punishment in disciplinary character education is evident, as learners in elementary schools are subjected to consequences or sanctions for rule violations, as reported by CBC News: The National (2019) on YouTube.

Criteria for embedding the element of appreciation in the character of discipline in Denmark include:

1. According to Perfectionistmom (2020), learners in elementary schools in Denmark receive praise for their efforts and perseverance when adhering to rules, fostering a mindset for continuous development.
2. Hinds (2015) notes that learners in Danish elementary schools receive awards in the form of praise for their adherence to rules, emphasising the value of the process undertaken.

Consistency in cultivating disciplined character in Denmark is observed through the following practices:

1. Learners in elementary schools in Denmark are accustomed to the culture of lining up before entering the classroom, as highlighted by CBC News: The National (2019) on YouTube.

Comparison of Discipline Cultivation in Indonesia and Denmark

Several similarities exist in the implementation of disciplinary character education between Indonesia and Denmark:

1. Indonesian and Danish teachers teach their students the habit of lining up before entering the classroom, emphasising the importance of order and discipline.
2. Teachers in both countries praise students who obey the rules for their efforts, fostering a positive learning environment and encouraging desired behaviour.
3. In Indonesia and Denmark, teachers instil the value of obedience to rules by teaching students to submit assignments on time, promoting responsibility and accountability among learners.

In Indonesia and Denmark, teachers sanction students who violate school rules to uphold discipline. However, there are notable differences in the approach to cultivating discipline between the two countries:

1. In Indonesia, disciplinary character education is directly integrated into daily life, with practices such as students praying before learning, shaking hands with teachers, and disposing of rubbish properly. These habits are ingrained in students through consistent reinforcement in everyday activities.
2. Conversely, in Denmark, disciplinary character education is often exemplified through teachers' actions, with students observing and imitating their behaviour. For instance, when teachers demonstrate disciplined conduct, students are encouraged to emulate it.
3. Furthermore, in Indonesia, students are typically given material on obeying traffic rules in class, which the teacher delivers. In contrast, in Denmark, students are taught traffic rules repeatedly and have the opportunity to apply them on the road under the guidance of their teacher.

Conclusion

This research represents a pioneering effort to compare disciplinary character education between Indonesian and Danish elementary schools, filling a notable gap in existing literature. By exploring disciplinary characteristics in both countries, this study provides valuable insights for enhancing the quality of penal character education in Indonesia.

However, it is essential to acknowledge several limitations inherent in this research. Firstly, there is a scarcity of sources discussing disciplinary character education in Danish elementary schools, leading to a lack of diversity in the data obtained. Secondly, the reliance on data from YouTube and websites for information about Denmark raises concerns about data validity and reliability, necessitating further validation. Thirdly, the research's focus on a limited number of disciplinary elements may restrict the depth of analysis. Future studies could benefit from accessing scientific journals and Danish government websites for more comprehensive and validated data. Additionally, expanding the scope of disciplinary elements could offer a more nuanced understanding of disciplinary practices in both countries. To enhance data collection, employing multiple languages such as Indonesian, English, and Danish would facilitate access to a broader range of relevant sources.

This research offers several recommendations aimed at improving disciplinary character education in Indonesian elementary schools:

1. Schools in Indonesia are encouraged to adopt a firmer approach in sanctioning students who violate rules. Consistent enforcement of disciplinary measures can help reinforce the importance of adherence to rules and cultivate a culture of discipline within schools.
2. Elementary schools in Indonesia should focus on instilling obedience and rule adherence habits among students through regular reinforcement and practice. Students can develop stronger responsibility and self-discipline by integrating rule-following activities into daily routines.
3. Indonesian elementary schools can benefit from considering the disciplinary elements compared between Indonesia and Denmark and implementing effective practices observed in Danish schools. This may involve adopting innovative approaches to disciplinary education that have proven successful in Denmark.
4. Elementary school teachers in Indonesia are encouraged to enhance their knowledge and understanding of effective disciplinary programs and strategies. By staying informed about best practices and available resources, teachers can implement tailored solutions to address rule violations and promote positive behaviour among students.

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