

Strategies of Parents and Teachers in Form Positive Discipline Character of Students in Elementary School

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Abstract

Purpose: To find out how the strategies of teachers and parents to form students' positive discipline character in elementary school, to find out what are the supporting and inhibiting factors for the success of forming positive discipline character.

Methodology: This study uses a qualitative research method with a phenomenological approach. The subjects targeted in this study are 3 parents who have preschool children in grades 4, 5, and 6 and teachers in grades 4, 5, and 6. Data collection techniques with observation, interviews, and documentation. The data analysis technique goes through three stages, namely data reduction, data presentation, and conclusion drawn.

Results: Teachers' strategies in forming positive student discipline, namely by making school rules, providing punishment and rewards, and habituating. Meanwhile, parents' strategies are to apply rules at home, make the bed every morning, play with mobile phones not excessively, always accompany children to study, always remind children during prayer time. The supporting factors for the success of the formation of discipline character are by giving a little attention, giving praise or awards, always involving children in activities, communicating well; Give them examples of things that can shape positive discipline character. Factors that hinder the success of the formation of positive discipline character are not obeying the rules, parents and teachers cannot set an example, parents are busy, lack of attention.

Applications/Originality/Value: Strategies used by teachers and parents have been proven to be able to shape the positive discipline character of elementary school students.

Introduction

Character development is one of the important aspects in the formation of good character in students. Discipline is one of the necessary characteristics in an educational environment. Discipline character plays an important role in the progress of education and the progress of students as a whole. Therefore, in order for educators to form the character of discipline in students optimally, an effective strategy is needed. Many schools face enormous difficulties, especially in training individuals to be disciplined. Growing a disciplined personality in students is certainly not an easy thing, considering the changing seasons and various challenges faced by students in this difficult time. In the context, this study is expected to describe the strategies used by educators and parents in monitoring students' disciplinary personalities. With a thorough understanding of successful methodologies, instructors can address the difficulties students face and provide appropriate ways to address individual areas of strength. For elementary school age children, the family is the first place for children to get an education. According to Taufik & Akip (2021) the family has the spearhead function of the group which socializes character values to be applied from its members. Family greatly influences a child's ability to develop character values such as discipline, respect for rules, willingness to cooperate with others, etc (Tyas et al., 2022).

Strengthening character education is currently needed considering the many cases that seem to occur among children. Therefore, character building training must start as early as possible in the family, school, and inner environment of the developing community. One of the greatest values of the built environment is training. Respecting nature is an important lesson that children must learn in order to develop other noble values. The importance of improving character towards oneself is based on the fact that there are currently a series of negative behaviors in the elementary school environment. Examples of bad behavior include not coming to school on time, not wearing a school uniform, sitting or walking carelessly on plants that are clearly marked 'do not step on plants', not caring about dirt. Writing on the school wall, skipping school, cheating, not coming home from school on time, mocking, not wearing uniforms, etc (Sultonurohmah, 2017).

Naughty behavior in schools shows that there are problems with character education and the methods used. The increase in violent behavior shows that knowledge of the situation students receive in school does not have a positive effect in changing students' daily behavior. In fact, students know that their behavior is not right, but they do not have the ability to prepare ways to avoid such wrong behavior. In the development of his teaching style, teachers still use punishment methods that only scare children, but do not understand their behavior.

According to research conducted by Hasibuan and Rahadita, there are several factors that have reasons why school discipline is lacking among students. One of the most important causative factors is the permissible parenting style applied to the individual (Wuryandani et al., 2014). Parenting can be seen from the way people behave towards children's education. According to the explanation mentioned above, the family has an important role in fostering and developing quality character, so that the family becomes the basis for a child's education in the formation of his personality and character. Especially, adults who have experience in raising children will be more able to produce positive traits in their offspring (Ramdan & Fauziah, 2019). This is in line with Puspitawati's statement that, in addition to group dynamics, the impact of group dynamics is individuals with good character (Ilahi et al., 2022).

Teachers have the responsibility to shape the character of students at school. In school, character education is the most important education in the formation of students' character, although character can be taught anywhere. Starting with good example and behavior, knowing how to do good, and encouraging students to think about good behavior, discipline character can be built from the situations children face (Nantara, 2022). The Indonesian people know the decay of character, resulting in an increase in criminal acts and various deviant behaviors involving various groups, including children (Sidiq & Darkam, 2021).

As stated by Unarajan (2003), Internal elements, including the physical and psychological conditions that shape student behavior, have an impact on the character of the discipline (Febriandari, 2018). Students with good physical and psychological health will be able to carry out their duties effectively and understand the standards of their environment. In contrast, students who suffer from poor physical and mental health will find it difficult to complete tasks and understand social norms. One of the internal psychological components that can influence the character of a disciplined student is their assessment of their school experience or the quality of their school life (Pohan, 2024).

Discipline is a state in which the process and practice give birth to obedient, obedient, loyal, orderly behavior and all of this is achieved as a form of responsibility with the aim of becoming a healthy person. Discipline is very important to be applied and applied in schools through the formation of students' character. With discipline we build a strong, resilient, dynamic character and are responsible for our progress and responsibilities, especially as students. If a teacher acts according to the standards used in the school, discipline will be achieved and students can use it as a guide. This supports his view that educators need to be able to instill discipline values for students, especially self-discipline and eliminate student habits that cause disciplinary problems. This is what educators must do. Avoid mischievous behavior or violations of school rules from your students. In addition, fostering students' disciplinary character must be balanced by providing support in their social environment, including their families and communities (Amelia & Dafit, 2023).

Teachers' strategies in shaping students' character are very important. Teachers should strive to be ideal teachers. In addition to being an example of good morals, it is hoped that teachers have extensive scientific knowledge and understanding so that the material presented can be studied by various other disciplines. An understanding of student psychology is also very necessary. Teachers who change classes not only accept learning in the form of learning, but also how teachers become creative in their delivery. learning strategies for students so that the learning atmosphere is not monotonous and students feel happy and not bored with the learning atmosphere (Sari et al., 2024). Teachers are expected to follow the latest learning methods and strategies by using computer media in their teaching to provide the best for students in the future. Punishment by parents is not the right strategy to have a disciplined child, in fact, punishment will have an impact on the child in the long and short term. Excessively and frequently, children can face psychological problems as they age. In addition (Fepriyanti & Suharto, 2021). In childhood, some people may have been hit, crushed, slapped or other acts of violence for a long time, so this situation will always be remembered and the child will experience emotional behavior or even difficulty adjusting to others. The child's parents or close relatives may not know that the treatment being done on the child has an impact on the child's psychological development in the future (Rahmat et al., 2017).

Method

Qualitative research is research that originates from an inductive mindset, which is based on participatory objective observation of a social phenomenon. Qualitative research is the collection of data from the background of a problem with the intention of explaining the phenomenon that occurs where the researcher is the key instrument (Anggito & Setiawan, 2018). Meanwhile, the qualitative method prioritizes the phenomenon that occurs and researches more deeply about the phenomenon that occurs. The analysis and sharpness of qualitative research are greatly affected by the strength of the words and sentences used. Therefore, the focus of qualitative research is on the process and the meaning of the results. The subjects targeted in this study are 3 parents who have preschool children in grades IV, V, and VI and teachers in grades IV, V, and VI. The data collection technique uses direct observation (observation), is a method of data collection that is carried out to observe the object directly then the data taken is collected into records about the events that have been seen in the field, the interview is a method where there is a direct interaction and communication between the interviewer (researcher) and the informant (the person being interviewed) in order to obtain the necessary data in more detail and documentation namely looking for data on matters or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so on. The data analysis technique refers to three stages, namely data reduction, data presentation, and drawing conclusions or data verification. In the data reduction stage, it starts by

collecting various data and then classifying it based on the data findings obtained. After that, the data obtained is described based on the findings that have been obtained from the data and associated with the theory obtained. Finally, draw conclusions based on the predetermined research objectives.

Result and Discussion

Result

The researcher conducted research in accordance with the formulation of the problem in this study, namely how are the strategies of parents and teachers to form positive discipline character of students in elementary school, as well as what are the supporting and inhibiting factors for the success of the formation of positive discipline character of students in elementary school. The character of discipline in school-age children is closely related to personality and morals that are in accordance with the teachings and values of life.

To find out how the strategies of parents and teachers to form positive discipline character of students in elementary school as well as the supporting and inhibiting factors for the success of forming positive discipline character of students in elementary school, the researcher conducted interviews with parents of elementary school students in grades IV, V, and VI as well as teachers of grades IV, V, and VI in elementary schools in the researcher's residential area.

Observations made by researchers regarding the strategies carried out by teachers and parents to shape the character of student discipline were obtained that teachers and parents have applied some positive student discipline characters but have not been maximized so that there are still some things that are not good to apply positive student discipline.

Based on the results of interviews conducted with teachers of grades IV, V, and VI, the strategies used by teachers to apply positive student discipline in elementary schools are as follows:

Table 1. Interviews conducted with teachers of grades IV, V, and VI

Name	Interview Results
Mrs. Umi	My strategy in improving positive student discipline is to apply rules such as mutual respect for friends and teachers and also develop a sustainable learning plan.
Mrs. Heni	My strategy to improve students' positive discipline is to apply rules such as always permission if you leave class, always do pickets and do habits every morning such as praying and reading asmaullhusna.
Mrs. Sri	My strategy to improve positive student discipline is by implementing rules such as dating on time, using uniforms according to the provisions, providing rewards and blessings that educate students, doing habits every morning before learning

Interviews with several parents of students in grades IV, V, and VI regarding the strategies used to form the positive discipline character of elementary school children, namely:

Tabel 2. Interviews with several parents of students in grades IV, V, and VI

Name	Interview Results
Mrs. Evi	My strategy to form a child's positive discipline character is to make rules at home such as always making the bed, giving tasks to wash dishes and sweeping, giving small gifts if the child gets achievements.
Mrs. Lestari	My strategy to form a positive discipline character of children is to make rules at home such as waking up early, helping to sweep, wash dishes, give praise to children, always remind children of playtime.
Mrs. Astri	My strategy to form children's positive discipline character is to give them rules so that they have responsibilities such as leaving school on time, playing gadgets not excessively, giving children gifts.

Interviews with teachers and parents of grades IV, V, and VI regarding the factors supporting the success of the formation of positive discipline character:

Table 3. Interviews with teachers and parents of grades IV, V, and VI

Name	Interview Results
Mrs. Umi	Give praise to students every activity that involves them.
Mrs. Heni	Always establish good communication, always provide examples of disciplined behavior to students.
Mrs. Sri	Always give rewards to students, always communicate well, always obey the rules that have been made.
Mrs. Evi	Give gifts to children if they get achievements, always support children's activities that form discipline.
Mrs. Lestari	Always supervises the activities carried out by the child, always pays attention to the child, always accompanies the child.
Mrs. Astri	Always give gifts to children, always pay attention to children.

Interviews with teachers and parents of grades IV, V, and VI regarding the factors that inhibit the success of the formation of positive discipline character:

Table 4. Interviews with teachers and parents of grades IV, V, and VI regarding the factors that inhibit

Name	Interview Results
Mrs. Umi	Students violate the rules that have been agreed, lack of communication between students and teachers
Mrs. Heni	Students do not want to obey the rules, students lack attention from teachers.
Mrs. Sri	Students lack communication with teachers, students often violate the rules that have been made.
Mrs. Evi	The child lacks attention because I have to work
Mrs. Lestari	Children like to play gadgets for too long, and children like to wake up late.
Mrs. Astri	The child plays online games too often and lacks attention because I go to work.

So based on observations and interviews that have been conducted with parents and teachers, the results are obtained that there are several parents and teachers who have applied positive discipline in activities at home and at school. However, there are still parents and teachers who have not implemented positive discipline so there needs to be guidance so that they can apply the positive discipline character of elementary school age children. Masters, masters and teachers play an important role in the successful application of positive discipline characters so that good cooperation between teachers, parents, and children is needed.

Discussion

Teachers' strategies in the application of discipline character of elementary school students

Based on the data analysis that has been carried out, it can be obtained that positive discipline is always instilled by teachers of grades IV, V, and VI of SDN Puteri Simo, during learning or outside of class hours, because positive discipline is very important to always be instilled in students since childhood so that after adulthood they always do things with discipline. That way, a teacher needs to develop a lesson plan that is a teaching tool that contains the value of positive discipline character and uses methods that encourage the formation of positive discipline character, conducting evaluations is one of the strategies used by teachers in encouraging the success of the formation of positive discipline character of students. As an educator, teachers must meet quality standards, namely, responsibility, authority, independence, and discipline (Kusdi, 2018).

As a teacher before disciplining students, teachers must discipline themselves and set an example to students so that they also want to do disciplined behavior, for example, teachers come to school early, teachers invite students to clean the classroom. Direct examples made by teachers are very influential on students, they easily imitate the behavior of teachers rather than rules or orders said by teachers (Amelia & Dafit, 2023).

In the application of this positive discipline, teachers can use systematic methods such as moral knowing, moral feeling, moral action so that boisa forms student character. Moral knowing itself is that students are used to thinking about only good things so that students know why they have to do good things. While moral feeling is to build the feelings of students who love kindness, then use moral action, namely practicing the kindness in daily life, so that students will be able to form their character of always doing these three things (Sormin & Rangkuti, 2018).

Parental strategies in the application of discipline character of elementary school children

Parents have an important role and influence in the formation of children's character. In the process of forming the character of the parent's strategy, it is very important for children's education, because parents are the first educators for children. There are several strategies that can be used by parents to form a positive discipline character for children, namely by instilling religious values in children such as praying on time, applying positive discipline characters at all times, reprimanding children if they make mistakes, giving praise and rewards when children make achievements or doing good, always taking time for children so that they do not feel alone. Always provide examples of positive discipline activities in daily activities. Parents' efforts in shaping the child's positive discipline character will affect the child's personality. The personality of parents, such as the way they behave, the way they do things in their daily lives, has indirectly taught them positive discipline character (Yanti et al., 2024).

The role of both parents is very important to support the success of the strategy so that fathers and mothers must cooperate with each other to give enough love to their children, parents must also give trust to the children regarding the responsibilities that have been given so that they will consciously do it willingly and not forced, as parents must also always be kind and apply positive discipline values at all times. Positive discipline character education for students is very important, the goal is to shape the character of children to become good individuals, so that in the vitality of society and the state will also be good. When conducting interviews, parents are good enough to apply strategies to form children's

positive discipline character by providing examples and examples of behavior that apply positive discipline (Utami & Prasetyo, 2021).

Factors supporting the success of the formation of positive discipline character

There are several factors that support the success of the formation of positive discipline character, namely, teachers and parents are involved in fostering and monitoring activities carried out at home and school to form positive discipline character; When at school or at home, teachers and parents always pay attention to children so that they feel that someone cares about them; Always take the time to just accompany them to play and do assignments, always advise them if they make the slightest mistake, provide facilities and infrastructure that support learning activities or activities that encourage them to apply positive discipline character (Krisnawanti, 2016).

In addition, the establishment of good communication between students and teachers and parents with students is one of the keys to the success of the formation of this positive discipline character. A positive school environment and family environment are also supporting factors because in this environment it can provide support for children and also provide examples of positive disciplinary behavior so that the discipline attitude that has been formed at home will continue to increase with various kinds of activities at school (Indriani & Suryani, 2023).

Factors inhibiting the success of the formation of positive discipline character

From the results of the research that has been carried out, there are several things that hinder the success of the formation of positive discipline character of students, namely factors from within the child, this can happen because the child feels that he does not need to do things that apply positive discipline so that he does not want to listen to what his parents say, lack of parental cooperation can happen, one of which is because both parents are too busy working so that when Children come home from school they play as they like until they forget the time, and the habit of children playing gadgets and games in the current era playing games is a natural thing among children even they play games after school until the afternoon and even some of them can play gaged freely because their parents are not at home so they can forget the time to worship, eating, even learning this is very unfortunate because it takes time for them to play and interact directly with their peers. In school, there are also some who do not want to obey the rules that have been made so that their positive discipline character is not embedded in them. This happens because of the family environment factor that lacks attention so that they also underestimate it at school (Krisnawanti, 2016).

Conclusion

Teachers' strategies in shaping positive student discipline are by developing a continuous learning plan, making school rules, providing punishment and rewards, and doing habituation. Meanwhile, parents' strategies to form children's positive discipline characters are applying the rules of leaving school on time, making the bed every morning, changing clothes after school before playing, playing cellphones not excessively, always accompanying children to study, always reminding children during prayer time, and many more.

Supporting factors for the success of the formation of discipline character are by giving them little attention, giving praise or rewards, always involving children in activities at school and at home, giving and obeying rules at school and at home, communicating well between teachers and students and parents and children; Give them examples of things that can shape the character of positive discipline. The factors that hinder the success of the formation of positive discipline character are that they do not obey the rules that have been made at home and at school, parents and teachers cannot provide examples of the application of good positive discipline to children, the busyness of parents, lack of attention.

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