

Building Student Character Through Positive Discipline

HT Gita Prima Agusta
SMK Negeri 2 Lubuklinggau, Indonesia
prima.gita460@gmail.com

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Abstract

Character education becomes an urgency because children and adolescents go through a long period of education at school. The impact of online learning has increased the number of declines in student character values and the solution to these character violations and deviations is carried out using a positive discipline culture through the restitution triangle. The teacher has 5 control positions in the school (1) Punisher, (2) Originator, (3) Friend, (4) Monitor and (5) Manager.

Introduction

Since in the womb, good characters have been instilled which are expected to develop in the process of becoming an adult human. After being born from the mother's womb, this little baby is given positive affirmations to foster good character which is instilled in the womb when he is growing up, he is taught positive behavior and actions and does good through the family environment. Entering school age, the character that has been planted and nurtured may grow in an unexpected direction due to errors in the application of discipline as a controller of good and bad. Character in humans is inherent and becomes a distinguishing characteristic that brings it to the complexity of social life in society. The world of education has an important role in growing character in students because the age of education is much longer than the age of humans both in the womb and toddlers.

Profil Pelajar Pancasila dan Pendidikan Karakter

The Independent Curriculum launched by the Minister of Education and Culture Nadiem Makarim since 2021 to overcome the degradation of student character, which is currently known through the Pancasila Student Profile, is a strengthening of character education in Curriculum 13 (Kurtilas). Lickona asserts, "Character is having the right stuff" (Lickona, 2004, p.6). Character consists of virtue values that are used as guidelines in behavior. Character as a personality formed from virtue is used as a basis for thinking, behaving, and acting. If virtue is used in everything, then the action will not violate the norms or rules. On the other hand, the deviation of virtue will lead to actions that tend to violate the rules, thus leading to an unruly and uncontrollable life.

Character values are developed to produce students with good behavior. Rawana, Franks, Brownlee, Rawana, & Neckoway (2011:127) stated, "Character education programs have gained increasing interest in the past decade and are designed to produce students who are thoughtful, ethical, morally responsible, community oriented, and self-motivated. disciplined." The good behavior in question is manifested in a personality that is wise, ethical, moral, responsible, community-oriented, and self-disciplined. Character values can form a whole human being. This is because the character value is a counterweight to the knowledge possessed by a student. Character value merupakan salah satu upaya dalam membentuk

manusia secara utuh (holistik) yang berkarakter, yaitu mengembangkan aspek fisik, emosi, optimally social, creative and intellectual (Sri Muryaningsih & Mustadi, 2015, p.193). The hope is that with character values, students can use their knowledge for positive things.

The world of education has long been an inseparable part in the formation of the character of children and adolescents, the length of the education period becomes necessary to pay attention to how the education process does not only deliver students to be of superior quality in the field of science and technology, but more than that, every element involved in education plays an important role. as educators.

The question that often comes out when encountering problems caused by negative characters is "Why did ancient students have better moral character than today's students". This question arises not without reason because humans see the comparison of the real output of education then and now, but actually do not see the full process and the input that accompanies it.

The emergency of moral degradation in the industrial era 4.0 and its impact can almost be felt in every aspect of people's lives. Students in the industrial 4.0 era who are disrupted by technology certainly cannot be equated with students who were born in the previous era. The rapid and unlimited flow of information is two sides of a coin that must be addressed wisely, especially by educators, in this case teachers who deal directly with these students.

A teacher who deals directly with students needs to pay attention to how his attitude in overcoming student problems includes the imposition of disciplinary sanctions given. Many people think that in order to grow good character in students, sanctions/punishments are needed that provide a deterrent effect for students who commit violations or deviant characters.

In some cases, the students that I met related to character building through sanctions or punishments actually gave far more effects than expected, students grew into more stubborn characters, normalized sanctions, punishments and even violence in problem solving and fostered seeds of hatred that undermined students' souls from within. slowly.

Method

This research is a qualitative descriptive study using a library study or digging into library research data

Result and Discussion

Diane Gossen writes in her book entitled *Restitution-Restructuring School Discipline* (1998) suggesting that teachers need to review the application of discipline in their classrooms so far. Has it been effective, is it student centered, liberated, and independent, how and why? Through a series of research and based on Dr. Control theory. William Glasser, Gossen concluded that there are 5 control positions applied by a teacher, namely (1) Punisher, (2) Guilty Maker, (3) Friend, (4) Monitor and (5) Manager.

The difference between each control position can be seen in the table presented below:

Motivasi	MOTIVASI EKSTERNAL				MOTIVASI INTRINSIK
	IDENTITAS GAGAL		IDENTITAS BERHASIL/SUKSES		
	PERILAKU KONTROL NEGATIF		PERILAKU KONTROL POSITIF		KONTROL DIRI
	PENGHUKUM	PEMBUAT ORANG MERASA BERSALAH	TEMAN	PEMANTAU	MANAJER
Guru Berbuat:	Menghardik Menunjuk-nunjuk Menyakiti Menyindir	Berceramah Menunjukkan kekecewaan mendalam	Membuatkan alasan-alasan untuk murid-muridnya.	Menghitung dan mengukur	Mengajukan pertanyaan-pertanyaan
Guru Berkata:	"Kalau kamu tidak melakukannya, saya akan..."	"Kamu sudah mengecewakan Ibu/Bapak"	"Lakukan untuk Bapak/Ibu" "Ya sudah nanti Bapak/Ibu bantu bereskan"	"Apa peraturannya?" " "Apa konsekuensinya /sanksinya?" "Apa yang telah kamu lakukan?" "Apa yang terjadi sekarang?"	"Apa yang kita yakini? Apa kamu meyakini hal tersebut?" "Kalau kamu meyakini, kamukah kamu memperbaikinya?" "Kalau kami memperbaikinya, jadi kira-kira hal tersebut akan menggambarkan apa tentang dirimu?"
Hasilnya:	Memberontak Pendendam Menyalahkan orang lain	Menyembunyikan Menyangkal Berbohong	Ketergantungan	Menyesuaikan bila diawasi.	Menguatkan watak/karakter

The position of control as a manager can be applied through habituation or positive discipline culture where according to Flanagan (2013) in his presentation at the "Australasian Conference on Child Abuse and Neglect", positive discipline is about parents' efforts in; Strengthening relationships with children; Understanding children's perspectives; Build empathy; Promotes self-regulation; Reduce penalties; Strengthen trust, and; Facilitate problem solving. In this regard, Flanagan further explains operationally positive discipline as follows:

Disiplin positif bukanlah...	Disiplin Positif adalah
Membiarkan anak melakukan apapun yang mereka mau	Membantu anak mengembangkan kontrol diri sepanjang waktu
Tidak memiliki aturan	Mengomunikasikan dengan jelas
Bereaksi cepat terhadap situasi	Menghormati anak dan mendapatkan rasa hormat dari mereka
Menghukum daripada memukul atau membentak	Mengajari anak bagaimana membuat keputusan yang baik
	Membangun keterampilan dan kepercayaan diri anak
	Mengajarkan sikap respek anak terhadap perasaan orang lain

The application of a positive discipline culture is important to emphasize because schools and educational institutions are places where students' character grows and develops. When face-to-face learning was reinstated by the government, there were students who violated the rules in large numbers, often teachers presented disciplinary solutions through punishment.

Punishment after punishment received by students did not give a deterrent effect but had the opposite effect where students became rebellious individuals and even haters and vengeance.

Restitution as part of the application of a positive discipline culture was introduced as an effort to instill student discipline. According to Gossen (2004) restitution is the process of creating conditions for students to correct their mistakes so that they can return to their group with a stronger character. Referring back to the opinion of Chelsom Gossen (1996) that restitution is also a collaborative process that teaches students to find solutions to problems and helps students think about what kind of person they want and how they should treat others.

In an article written by Yuni Finalia (2022) that restitution helps students become more purposeful, have positive discipline, and recover after making mistakes. The emphasis is not on how to behave to please others or avoid discomfort, but the goal is to become people who value the virtues they believe in. Through restitution, when students make mistakes, the teacher will respond in a way that allows students to make an internal evaluation of what they can do to correct their mistakes and regain their self-esteem. When finding students who violate school discipline, teachers position themselves in a position of manager control. Teachers in this position, do not automatically get angry, yell and punish, but provide questions that can build good self-control for students.

In the Restitution Triangle there are three steps to be implemented, namely 1) stabilizing identity; 2) validation of wrong actions; 3) ask for confidence. This step is depicted in the form of a triangle as shown in Figure 1 below:



The first step at the base of the triangle is to stabilize the identity. If the child makes a mistake then there are basic needs that have not been met. The basic part of the restitution triangle has the goal of turning people who fail because they have made mistakes into successful people. We should be able to convince them by saying sentences like 1) no human being is perfect; I've also made mistakes like that. When someone is in an emotional state, the brain will not be able to think rationally, this is when we stabilize the child's identity. Our children help to calm down and find solutions to solve problems.

The second step is to validate the wrong action. The concept of the second step is that we must understand the basic needs that underlie the child's actions to make mistakes.

According to Control Theory, all human actions, good or bad, must have a specific purpose (Motivating Teacher LMS, 2022). When we reject a child who does wrong, he will still be in trouble. What is needed is that we understand so that children feel understood.

The third step is to ask for beliefs. Control theory states that we are basically internally motivated. When steps 1 and 2 are successful, the child will be ready to be associated with the values he believes in, and move on to become the person he wants to be.

The implementation of a positive discipline culture begins with making class agreements with students as class members then students rewrite the class agreements that have been mutually agreed upon on the blackboard to then design and print class posters about class agreements. This poster will be in the classroom in a position that can be seen by all class members as an "alarm" to get used to positive discipline so that it becomes a culture that cannot be abandoned.

Conclusion

Various forms of immoral acts and crimes committed by children and adolescents open our eyes that we are currently experiencing a character education emergency. Children and adolescents who have been disrupted by technology and are the main consumers of social media content require a different approach from the previous generation in terms of character building. These children and adolescents need to be understood as human beings who are thirsty for recognition of their existence and want their opinions to be heard. The implementation of a positive discipline culture with the restitution triangle is the answer to instilling the expected character in students which can be started by making a class agreement with students as class members then students rewriting the class agreement that has been mutually agreed upon on the blackboard to then design and print class posters about class agreement. This poster will be in the classroom in a position that can be seen by all class members as an "alarm" to get used to positive discipline so that it becomes a culture that cannot be abandoned.

It is hoped that through this research, teachers can change their response to the behavior and character of children who are considered deviant with the right response so as not to bring back new problems in the future.

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Authors Information

HT Gita Prima Agusta

SMK Negeri 2 Lubuklinggau
Lubuklinggau Sumatera Selatan

Contact :

E-mail Address: prima.gita460@gmail.com

*Short Biography of the first author: An
Accounting and History Teacher at
Vocational High School*
