

DEGRADATION OF DISCIPLINE AND RESPECT AMONG 4TH AND 5TH GRADE STUDENTS AT SDIT BUDI MULYO SENTOLO

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Article Info	Abstract
<p><i>Article History:</i></p> <p>Accepted October 2024</p> <p>Revised September 2024</p> <p>Approved August 2024</p>	<p>This research examines the factors causing the decline in the discipline and respect of students at SDIT Budi Mulyo Sentolo. It explains the role of parents, teachers and schools in overcoming the degradation of students' character of discipline and respect. This research aims to determine the causes of the decline in students' character of discipline and respect at SDIT Budi Mulyo Sentolo. To find out the role of parents, teachers and schools in overcoming the degradation of the character of discipline and respect for students at SDIT Budi Mulyo Sentolo. To find out the consequences of failure in character education. This type of research is qualitative to determine the decline in students' disciplined character and respect at SDIT Budi Mulyo Sentolo. The informants were determined through purposive sampling based on the characteristics of informants who knew about students' conditions in and outside the school environment. These informants include student guardians, school principals, class teachers and the students concerned. The data collection techniques used by researchers are observation, interviews and documentation. The results of this research are the factors causing the degradation of disciplinary character, namely, not doing homework at home and violating agreed class agreements. Factors that cause a decline in respectful character include misbehaving, saying dirty words, being rude to children who follow other religions, and saying harsh words.</p> <p>Keywords: Degradation Character; Character of Discipline and Respect.</p>

A. Introduction

Article VII, paragraphs 2 and 3, regarding the implementation of Character Education Strengthening (PPK), states that the reinforcement of character values is carried out within the curriculum through a learning process embedded in the learning materials and methods, referring to the provisions of statutory regulations. The aim is to develop children's potential, talents, abilities, interests, independence, and personality (Perpres, 2017).

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia, Article 4, Paragraphs 2 and 3, Number 20 of 2018 on Character Education Strengthening, primary education levels have a greater emphasis on character than secondary education levels in implementing Character Education Strengthening, which implemented through the curriculum (Peraturan Pemerintah RI, 2018).

By referring to these two articles, Character Education Strengthening emphasizes that education has a significant responsibility in reinforcing character values in students. It is achieved through the curriculum implemented by the government, using various approaches aimed at developing students' potential, abilities, independence, and personality by statutory regulations. A person's fundamental positive values characterize them from others, define their character, and manifest in their daily actions (Solihat & Riansi, 2018). As Lickona described, good character involves upholding values that include positive and appropriate behaviour towards oneself or others (Lickona, 2019). Thus, good character is about striving to do what is right and good for oneself or others, with the ability and inclination to do so in everyday life.

Character education is instilled in students through habitual practices, aiming to develop attitudes of discipline, honesty, respect, and mutual support in all activities (Ananda et al., 2022). The fundamental values of character education also include respect and responsibility, which can be practised in students' daily lives through teaching and real-life role modelling by teachers (Lickona, 2019). Based on the explanations of these two experts, the goal of character education for students

is to explore attitudes such as honesty, discipline, and respect. These three attitudes are essential for students as they contribute to building good character.

The foundation of character education involves human morals. Character is an affective value or attitude related to the personal qualities of good and evil in human social life that are fair, harmonious, and evident (Abidin, 2021). Essentially, attitude is not a behaviour but a tendency or inclination to behave in a certain way (Hendracipta, 2016). Based on the views of these experts, the character is an attitude that influences the good or bad aspects of human behaviour, aiming for better development.

Character education aims to improve the quality and outcomes of educational processes in schools, thereby achieving the integrated and balanced development of character and noble morals among all students following the graduate competency standards (Rachmadyanti, 2017). Good morals consist of three interrelated vital elements. The first is moral knowledge, which is the ability to evaluate oneself by observing one's environment according to one's knowledge. The second is moral feeling, which refers to an attitude related to feelings and concern for others. The third is moral behaviour, which is the awareness of individuals to act according to their values (Lickona, 2019). Character education aims to enhance the quality and results of education in schools, thereby developing character and noble morals among all students in an integrated and balanced manner consistent with the graduate competency standards.

The rapid development of technology in Indonesia is one of the factors contributing to the degradation of children's character. Character degradation refers to a decline in the level of awareness to adhere to the laws in the human mind, in the form of values, as well as a decrease in awareness to act by established rules (Ma'rufah et al., 2020). Based on this perspective, character degradation can be interpreted as a decline in human behaviour that is consciously carried out and does not align with the obligation to adhere to the laws within the human conscience (values).

The factors causing character degradation include violence and anarchic actions, theft, cheating, brawls between students, lack of tolerance, improper

language use, premature sexual maturity and its deviations, and neglect of applicable rules (Lickona, 2019). The factors contributing to character degradation include feelings of violence and anarchy, theft, cheating, fights among students, lack of tolerance, improper language use, early sexual maturity and deviations, and disregard for established rules.

Character degradation results in behavioural deviations among elementary school children. The Indonesian public has been shocked by several cases reported in the news. First, a case of drug abuse by an elementary school student in Makassar. Second, elementary school students in Labuhan Batu Utara Regency, North Sumatra Province, bullied and beat a younger student due to teasing. Third, a case of suicide by an elementary school student in Temanggung, Central Java, due to pressure from parents (Prihatmojo, 2020). Based on these cases, the factors leading to character degradation include criminal behaviour among children caused by drug abuse at the elementary school level, teasing among peers, and parental pressure.

The results of an unstructured interview with SDIT Budi Mulyo Sentolo's principal explained that this school has a method for providing character education in all aspects. In the lower grades, teachers train students in toilet habits (teaching children to use the toilet for urination and defecation). It is essential because it helps children become accustomed to and disciplined in using the toilet. For the upper grades, students are educated on the habit of showing respect, both in behaviour—such as stopping and bowing their heads when meeting a teacher as a form of respect—and in speech, like using polite language when interacting with teachers. It aligns with SDIT Budi Mulyo's vision: "To create a Qur'anic generation that is intelligent, skilled, *hubbul wathon*, and noble character."

However, after the pandemic, a change in character occurred among students. During the pandemic, schools conducted the learning process online, which resulted in a lack of interaction with teachers and reduced parental attention to the habit of using polite language when speaking or interacting with their children. Additionally, the absence of parental role models in demonstrating good behaviour and the loss of the habit of showing respect to teachers became evident when

students no longer stopped and bowed their heads when meeting a teacher. It has triggered a degradation in children's character.

B. Methods

This research uses a qualitative approach. According to Prastowo (2020), qualitative research is a systematic method for collecting research data used to study or examine phenomena experienced by subjects in their natural environment using natural methods and described in words or language.

This research uses a case study approach. A *case study* is a research method that seeks scientific truth by studying events, environments, and situations in depth over an extended period (Prastowo, 2020). The case study method involves deeply analyzing events, environments, and situations over a long period to seek scientific truth.

To obtain comprehensive information, the researcher gathers data not only from participants and key informants through in-depth interviews but also from people around the research subject, as well as daily records of the subject's activities or track record (Assyakurrohim et al., 2023). This research aims to provide holistic information, meaning that the researcher must obtain comprehensive data to ensure that they do not overlook any information, thereby uncovering facts or realities from the data.

In selecting the research subjects, the researcher used purposive sampling. Purposive sampling is a method that involves selecting informants to discuss, exchange ideas, or compare facts related to a particular issue with specific considerations and objectives (Prastowo, 2020). The purposive sampling method involves selecting informants with particular considerations and objectives to discuss, exchange ideas, or compare facts about a specific issue.

Regarding data analysis techniques, Prastowo (2020) states that researchers can analyze all collected data through three stages: data reduction, data presentation, and data verification or conclusion. Data analysis is a process that includes data reduction, data presentation, and drawing conclusions or verifying data, which should be interconnected before, during, and after data collection to build a general understanding (Prastowo, 2020). In research, data analysis is a series

of steps that involve data reduction, data presentation, and drawing conclusions or verifying data, which need to be linked together before, during, and after data collection and are used to construct a comprehensive overview of the data.

In qualitative research (Prastowo, 2020), researchers can test data validity using several techniques, such as credibility, transferability, and objectivity. The researcher used the credibility test to verify data validity. Therefore, the researcher employed both technique and source triangulation. In technique triangulation, the researcher used various methods to collect data, such as observation, interviews, and documentation. In source triangulation, the researcher validated the data by cross-checking information obtained from different sources, including 4th and 5th-grade teachers at SDIT Budi Mulyo Sentolo, the principal of SDIT Budi Mulyo Sentolo, and 4 parents of students from SDIT Budi Mulyo Sentolo, to achieve in-depth research results.

C. Results and Discussion

Education teaches students to behave appropriately, speak politely, and avoid anything that could lead to declining character behaviour. Character degradation must be taught and managed to examine, practice, and understand its contributing factors. Schools' role and teachers' attention are crucial in managing student character degradation.

A lack of understanding of the importance of character values within families and the absence of parental reinforcement contribute to students experiencing character degradation. The loss of respect among students is a critical factor in character degradation. It is evident in the language children use when communicating with teachers, parents, and the community.

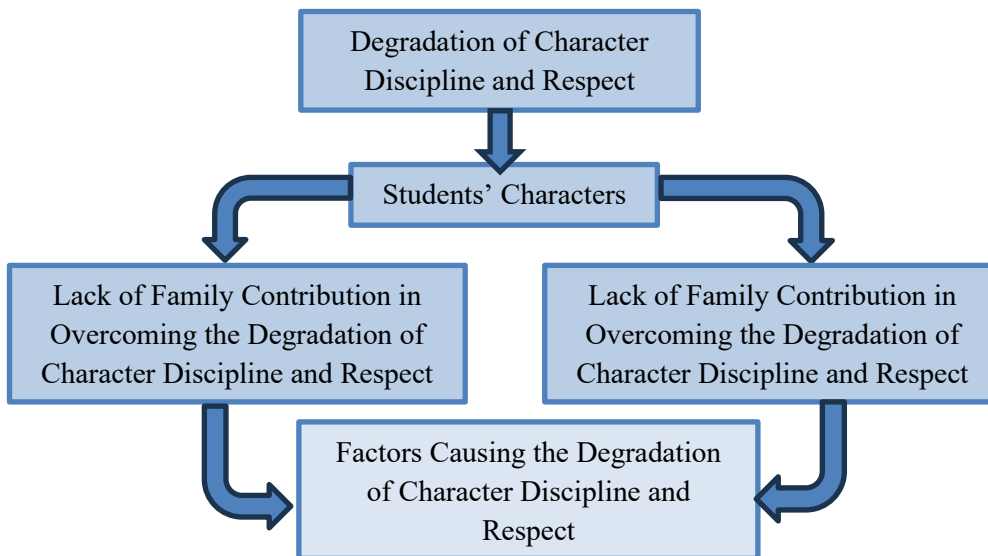


Figure 1. Chart of Discipline and Respect Character Degradation

From the chart above, the factors contributing to the degradation of students' discipline character include breaking class rules or agreements and failing to complete assignments given by the teacher. Esperanza et al. (2022), also mention that the difficulty teachers face in instilling a disciplined personality in students is due to many students violating rules, getting angry when speaking, and resisting following these rules. The large number of students who violate established and agreed-upon rules, both in school and classroom settings, is a primary reason for degrading students' discipline character.

The factors contributing to the degradation of students' respect character include engaging in inappropriate actions, using inappropriate language, such as offensive words, and showing disrespect toward people of other religions. Revalina et al. (2023), also state that the decline in humanitarian values exhibited by some students is evident in their lack of polite and respectful behaviour, disrespect toward teachers as parental figures in the school environment, and continued use of vulgar and offensive language when interacting with other students. The causes of the degradation of students' respect character include engaging in inappropriate behaviours, using vulgar language, showing disrespect toward people of different religions, and showing disrespect toward teachers.

The family plays a supportive role in instilling character values in children within the family environment. The character values imparted by the family to their

children include discipline and respect. Families instilling discipline values include enrolling children in martial arts like Kempo and prioritizing children's responsibilities such as studying and demonstrating discipline by performing the five daily prayers. Setyoningsih et al. (2023), also mention that the role of parents in their children's learning activities is to assist children struggling to understand lessons, monitor their children's learning, teach them what they are learning, and support their learning process. The methods used by parents to instil disciplined character values in their children include prioritizing their children's responsibilities, such as studying, monitoring the learning process, helping children who have difficulty learning and setting an example by performing the five daily prayers on time.

In addition to instilling discipline in children, families also foster the value of respect. The methods used by families to instil the character of respect include teaching manners, encouraging polite speech when interacting with elders, speaking gently, and not yelling at parents. Mundiarti (2022), also mentions that to promote courteous behaviour, students can demonstrate respect in various ways, such as greeting others when entering the classroom, shaking hands with elders, praying politely, and refraining from using harsh or loud language. Parents can encourage respectful behaviour in their children by teaching them to speak softly and politely to elders, shake hands when meeting adults, and avoid using rude or loud language when interacting with older people.

Schools serve as a means for education. With the rapid advancement of time, schools play an essential role in instilling character values in their students. In the school environment, teachers play a crucial role in instilling character values in students. Teachers can instil character values through subjects such as Pancasila education, civic education, and Islamic religious education. Fierna et al. (2023) also note that reinforcing character aligned with Pancasila values in schools is an effort to develop strong character so that students, as the nation's future leaders, adhere to the values taught according to Pancasila. Pancasila education, as a form of character education, is integral to instilling character in students because this subject includes character values that should be taught to students.

Besides Pancasila education, schools also teach and instil character values in students through Islamic religious education, as this subject helps to form students' character by applying moral values in school and community life. Kulsum & Muhid (2022) also state that Islamic Religious Education is oriented toward nurturing and instilling character in every child, thereby shaping their character. Schools provide character education to instil character values in students through Islamic religious education, which is oriented toward instilling moral values into students' lives within the school environment and the broader community.

The failure of character education in children can lead to concerns about the disruption of the formation of fundamental character values, potentially hindering their development into a generation with integrity and a positive contribution to society. As a result, children may be inclined to engage in deviant behaviours that harm themselves and their surroundings. Sa'idah et al. (2019) also mentioned that the root cause of deviant behaviour in children is the lack of supervision from parents, teachers, and the surrounding environment, which fails to monitor the children's behaviour, ultimately leading to various deviant actions. A negative environment causes the deviant behaviours exhibited by children and insufficient supervision from parents, teachers, and the surrounding community regarding the child's behaviour, leading them to act out. Such deviant behaviours include smoking, fighting, using vulgar language, and speaking harshly. Apriliani et al. (2023) also pointed out that the types of deviant behaviour exhibited by students include skipping school, secret dating, talking back, lying, truancy, limiting friendships, using foul language, fighting, and smoking.

A hostile environment and a lack of parental and teacher supervision cause children's deviant behaviours. These behaviours include smoking, fighting, using vulgar language, skipping school, secret dating, using harsh language, and speaking obscenely.

D. Conclusion

Based on the research conducted at SDIT Budi Mulyo Sentolo, it can be concluded that the degradation of discipline and respect among students is caused by a lack of supervision and positive role models from the family and school

environment. Factors contributing to the degradation of discipline include classroom rule violations, failure to complete assignments, and resistance to rules. Meanwhile, the degradation of respect is caused by harsh language, a lack of respect for others, and disrespectful behaviour towards teachers.

Efforts to promote character education in families include setting examples of discipline and proper etiquette. In schools, this is achieved through lessons on Pancasila, citizenship, and Islamic studies. Deviant behaviours such as smoking, fighting, and using foul language indicate a failure in character education.

In this context, the author suggests that every teacher should strive to be a role model for their students and pay closer attention to fostering discipline and respect. This will help students understand what is being taught and know how to behave appropriately.

Future researchers should explore and gather more information on the degradation of discipline and respect among students. This study serves as an initial step and a reference point so that future researchers can continue this research and uncover additional issues and ways to address them.

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