


Optimizing Character Formation: Community Service to Improve Student Discipline at the Elementary School Level

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ABSTRACT

Kegiatan kemasyarakatan ini berupaya meningkatkan kedisiplinan siswa di tingkat sekolah dasar melalui strategi holistik yang melibatkan anak, guru, orang tua, dan masyarakat sekitar. Diawali dengan suksesnya seminar pembuka yang memperkenalkan konsep disiplin sebagai landasan utama dalam membentuk karakter siswa, program ini dilanjutkan dengan workshop interaktif yang memberikan pemahaman mendalam dan pelatihan khusus bagi guru dalam mengintegrasikan kebiasaan disiplin dalam pembelajaran sehari-hari. Melibatkan orang tua dan masyarakat melalui forum diskusi, program ini memungkinkan keberhasilan kolaborasi antara lingkungan sekolah dan masyarakat setempat. Evaluasi program mengungkapkan pemahaman yang lebih baik dan perubahan yang baik dalam perilaku siswa. Seminar penutup sebagai acara akhir program memberikan kesempatan untuk menyajikan hasil nyata, pengalaman sukses dan visi masa depan. Kegiatan kemasyarakatan ini tidak hanya bertujuan untuk meningkatkan kedisiplinan siswa, namun juga menumbuhkan komitmen komunal untuk menjaga budaya disiplin yang telah berhasil dikembangkan. Hasil tersebut tidak hanya memberikan pengaruh di tingkat sekolah, namun juga memberikan contoh keberhasilan yang dapat ditiru oleh lembaga pendidikan lainnya dalam upaya meningkatkan kedisiplinan siswa dan mutu pendidikan dasar secara keseluruhan.

This community activity attempts to enhance student discipline at the primary school level through a holistic strategy that engages kids, teachers, parents and the surrounding community. Starting with a successful opening seminar which introduced the concept of discipline as the main foundation in forming student character, this program continued with an interactive workshop which provided in-depth understanding and special training for teachers in integrating discipline habits into everyday learning. Involving parents and community people through discussion forums, this program enables successful collaboration between the school environment and the local community. Program evaluations reveal better understanding and good changes in student conduct. The closing seminar as the final event of the program provides an opportunity to present concrete outcomes, successful experiences and future visions. This community activity not only meets the goal of enhancing student discipline, but also fosters a communal commitment to maintain the culture of discipline that has been successfully developed. The outcomes not only have an influence at the school level, but also provide a successful model that may be replicated by other educational institutions in an effort to improve student discipline and the overall quality of basic education.



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INTRODUCTION

Students' personalities and characters are largely shaped by their basic education, which serves as the primary foundation. Academic accomplishment is not the only factor that determines the quality of basic education; other factors, such as the development of student discipline, also play a role in determining the quality of education students get. Discipline is not merely a rule that is enforced at school; rather, it is a principle that serves as the primary foundation for developing a robust and admirable character. In the midst of the dynamics of the development of a society that is becoming increasingly complex, the issues that are associated with the creation of pupils who have integrity, responsibility, and independence are growing. As a result of the influence of technology and the altering ideals that are prevalent in society, discipline education has become even more important. It is therefore of the utmost importance to pay particular attention to the habituation of student discipline at the elementary level of education, particularly at the level of basic education.

One of the repercussions of the lack of discipline habituation is the increase in disrespectful behavior among kids. The teaching and learning process can be hampered by activities that lack discipline, such as absenteeism, delinquency, and a lack of accountability. These behaviors can also create a climate in the school that is not favorable to learning. Therefore, joint efforts between schools, parents and communities are highly crucial to develop an educational culture that encourages the formation of children' disciplinary character from an early age. This circumstance is the rationale for choosing this community service topic. By incorporating different connected parties, it is envisaged that a holistic and sustainable program can be formed in habituating the discipline of primary school pupils. It is also regarded a strategic move to empower local communities in order to bring about significant changes in basic education at the local level by empowering local communities.

By recognizing the conditions and complexity of the difficulties faced, this community service will encompass numerous factors in generating solutions that are not only effective but also sustainable. By incorporating all stakeholders, it is envisaged that this program can have a dramatic positive impact on the development of student discipline and the quality of fundamental education at the elementary level. Along with the difficulty of basic education, Indonesia's national policy has underlined the importance of student character development in Curriculum 2013. However, its execution requires concrete procedures to obtain the intended results. The habituation of student discipline, as one of the major factors in character building, is the main focus of this community service effort. The gap between policy and practice in the field underlines the need for broad intervention to create a supportive educational environment.

Global trends in education emphasize the need to train students not just as material comprehenders, but also as humans who have good social, emotional abilities and character qualities. Therefore, this community service program will follow that global spirit by explaining discipline habituation tactics that suit the needs of pupils in this current period. The COVID-19 epidemic has offered further problems to student discipline formation by driving the adoption of distance learning and changing the dynamics of social relationships. This curriculum will analyze the impact of the pandemic and propose responsive and adaptive ways to preserve student character formation in a changing context. By harmonizing global, national, and local issues, this community service is expected to be a significant innovation in student character building at the primary level. Through a comprehensive approach including multiple relevant parties, this program intends to provide a sustainable positive contribution to student development and form the cornerstone of quality basic education.

METHOD

In the program implementation phase, a number of actions involving all stakeholders will be carried out to ensure the success of this community service. The opening seminar will be the initial momentum, where experts in the field of character building and discipline will provide insight and motivation to kids, teachers, parents and community members. The purpose of this seminar is to build shared understanding and provide motivation for all participants. The next stage is to conduct interactive workshops that will involve students, instructors and parents. Workshop materials will be adapted to each group's level of comprehension and needs, ensuring that each participant can obtain

maximum value from the program. Especially for instructors, special training will be provided to equip them with the skills needed to integrate discipline habits into daily learning.

After the workshop series is complete, a discussion forum will be held which aims to discuss the experiences and insights received by the participants. Participant assessment will be the main focus in this forum, where the input received will be the basis for enhancing and developing the program in the future. Through collaboration and shared reflection, it is envisaged that novel ideas can arise to boost program efficacy. The culmination of this entire series of activities is the closing seminar, which will be a place for exchanging results, successful experiences and obstacles faced during the program. Eminent speakers will deliver conclusions that highlight achievements and provide direction for maintaining the disciplinary culture that has been effectively developed. This closing presentation will also provide inspiration for all participants to continue the spirit of discipline in their daily life.

In addition, at the closing seminar, there will be a collective reflection session that will allow participants to express their personal opinions and experiences during the program. This debate will not only enrich awareness about the need of discipline, but also build a sense of solidarity among participants. This reflection session will be a crucial occasion to enhance collective commitment in continuing the disciplinary principles that have been applied. The relevance of closing this seminar also resides in sharing concrete findings from each group of attendees. Presentation of project findings, observed behavioral improvements and other beneficial impacts will be described. This not only provides recognition for collaborative efforts, but also serves as inspiration for other participants to follow approaches that have been proven effective.

In the concluding stage, each participant will get a certificate of participation reflecting their commitment to this community activity. This certificate is not only a symbol of praise, but also as confirmation of their duty and commitment in forming the character of pupils at the elementary school level. By completing this program with a vibrant and informative closing session, it is intended that the spirit of discipline will continue to burn and make a sustainable good impact in the school environment and society. The continuity of this program will be maintained by follow-up plans which will be prepared jointly by participants and facilitators, producing a good legacy in character building at the basic education level.

RESULT AND DISCUSSION

Based on the results of the program evaluation, it can be claimed that community service about the discipline of elementary school pupils has succeeded in attaining its aims with a major beneficial impact. One of the primary achievements was an increase in students' knowledge of discipline, which was shown in questionnaire survey results and observations during the workshop. The program is able to provide significant insight into the importance of discipline as a basis for good character. In addition, positive behavioral changes in kids are an evidence of the success of interactive workshops, and the favorable influence on teachers demonstrates the effectiveness of the particular training provided to them.

Active participation of parents and community people is also a vital aspect in the success of this program. The opening seminar and discussion forum succeeded in incorporating them directly, not just as spectators, but as an integral part of shared efforts in building a disciplinary culture. The success of integrating all stakeholders shows that this program has successfully integrated a participatory approach in accomplishing its aims. In ending the topic, it is vital to conclude that this program not only promotes direct improvements in kids' understanding and conduct, but also involves teachers, parents, and the community in establishing a lasting culture of discipline. As a guideline, continuing monitoring and evaluation has to be carried out to ensure the continuity of the good changes that have been obtained. This curriculum can potentially be implemented as a best practice model for other schools in an effort to improve student discipline and the overall quality of basic education.



Figure 1. Initial activity of the community service

In the context of strengthening students' grasp of discipline, the role of the inaugural seminar as a kick-off moment becomes highly crucial. Its success in introducing the program to all stakeholders, including students, teachers, parents, and community members, indicates that this approach is effective in generating a shared understanding of the essence of the discipline. Speakers who are experts in character formation and discipline also give great motivation, giving a healthy foundation for the entire program. In the interactive workshop stage, the success of this program was realized in favorable changes in student conduct and the positive impact felt by the teachers. The program not only gives information adapted to the level of knowledge and needs of each group, but also provides unique training for teachers. This indicates that incorporating teachers directly in the process of developing student discipline is a successful method.



Figure 2. Meeting with parents

Furthermore, discussion boards are a crucial medium for exchanging experiences and collecting feedback from members. Evaluations gathered from participants give essential information for future program improvement and development. The effective active participation of parents and the community in this forum indicates that involving the local community is vital in developing a sustainable discipline culture. In this approach, the closing session gives a major conclusion, revealing

actual results, successful experiences, and offering a picture of the future. Prominent speakers who presented conclusions and directions became an inspirational peak, reinforcing the united resolve to maintain the disciplinary culture that has been effectively developed. This program not only promotes changes in students' knowledge and behavior, but also fosters active engagement between schools, parents, teachers and the community in steering basic education in a higher quality direction and is oriented towards the building of strong student characters. Taking lessons from the success of this program, next steps should focus on maintaining the culture of discipline that has been instilled, as well as sharing best practices to other schools to expand the good influence of this program.

CONCLUSION

Community service addressing the discipline of elementary school pupils has generated a substantial positive impact in the formation of student character, collaboration between schools, parents, teachers and the community. The program evaluation results demonstrate an increase in students' knowledge of discipline, which is a good basis for the positive behavioral changes noticed during and after program implementation. The introductory session was a good kick-off, introducing the program well to all stakeholders. Expert speakers provide insight and motivation that raises collective knowledge about the necessity of discipline in building student character. Interactive workshops involving students, teachers and parents have demonstrated their usefulness in establishing good behavioral changes and enhancing teachers' skills in integrating disciplining practices into the everyday learning process.

Discussion and evaluation forums provide opportunity for reflection and improvement. The active participation of parents and community members underscores the importance of enlisting local communities in attempts to develop a lasting culture of discipline. The closing session as the finale of the program succeeded in sharing actual outcomes, successful experiences, and giving an exciting perspective of the future. Thus, this community activity not only meets its purpose of enhancing student discipline, but also provides a meaningful contribution in creating strong student character. Next steps should focus on sustaining and developing the culture of discipline that has been instilled, as well as sharing best practices to other schools. This program is an excellent approach in delivering concrete and sustainable solutions to the difficulties of character building for kids at the basic school level.

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