

The Implementation of Character Education (Disciplinary) Policy in Madrasah Tsanawiyah Riyadhhus Sholihin Megang Sakti Musi Rawas

Tamam

Madrasah Tsanawiyah Riyadhhus Sholihin Megang Sakti, Musi Rawas, Indonesia

ARTICLE HISTORY

Received: March 04, 2024; Revised: March 13, 2024; Accepted: March 20, 2024; Available online: March 28, 2024

KEYWORDS

Character Education; Disciplinary; Implementation; Policy

ABSTRACT

This study aims to determine the implementation of disciplinary character education policy in Madrasah Tsanawiyah Riyadhhus Sholihin Megang Sakti Musi Rawas. This research is field research with a qualitative approach, so in collecting data, the author uses observation techniques, in-depth interviews, documentation, and data analysis using Miles and Huberman analysis, namely through the process of reduction, display, and verification. The results showed that the implementation of the discipline character education policy at Madrasah Tsanawiyah Riyadhhus Sholihin was carried out by including character education values in the school curriculum and then socializing the curriculum to student guardians in the new school year. The conclusion of the research found that the implementation of disciplinary character education policy includes integration in self-development activities, subjects, and school culture. This research contributes scientific information regarding the implementation of disciplinary character education policies in schools both theoretically and practically.

CONTENT

1. [Introduction](#)
 2. [Method](#)
 3. [Result and Discussion](#)
 4. [Implications and Contributions](#)
 5. [Research Limitation](#)
 6. [Conclusion](#)
- [Acknowledgments](#)
[Author Contribution Statement](#)
[Declaration of Competing Interests](#)
[References](#)
[Article Information](#)

1. INTRODUCTION

Schools are an institution engaged in the development of the quality of human resources, in carrying out the performance educational institutions must consider many things including policies that are born in the school system (Sudarsana, 2015). Education held in schools does not only prioritize the development of cognitive aspects or knowledge of students, which is more important in the millennial era, namely the development of individuals as unique and intact individuals (Caterine et al., 2019). The progress of a nation lies in the character of that nation. Character is very important and fundamental. Character is the color of life that distinguishes between humans and animals (Istiqomah & Dewi, 2021). Humans who have no character are said to be humans who have crossed the line. People with strong and good character individually and socially are people who have good morals, morals, and character (Zubaedi, 2012).

The issue of character is a matter of thought as well as a common concern because Indonesian society is currently experiencing a character crisis or an ahlak crisis (Sutarna, 2016). This crisis is characterized by the rise of criminal acts, such as brawls between students both within one school institution or with other school

Corresponding Author:

Tamam, tamamtam.78@gmail.com

Teacher at Madrasah Tsanawiyah Riyadhhus Sholihin Megang Sakti, Musi Rawas, Indonesia

Author's Address: Jl. Samin No.25, Megang Sakti V, Kec. Megang Sakti, Kabupaten Musi Rawas, Sumatera Selatan 31661, Indonesia

How to Cite (APA Style):

Tamam, T. (2024). The Implementation of Character Education Policy in Madrasah Tsanawiyah Riyadhhus Sholihin Megang Sakti Musi Rawas. *Indonesian Journal of Character Education Studies*, 1(1), 1-13.

institutions, increasing promiscuity in adolescence, the rise in the violence of children and adolescents, sexual harassment, the rise of motorcycle gangs and motorcycle robbery which often leads to acts of violence that disturb the community, corruption is plague and rampant and penetrates all sectors of community life, even leading to acts of murder (Wahidin, 2017). This phenomenon has tarnished the image of students and educational institutions because many people have the view or perspective that such conditions begin with what is then produced by the world of education.

For this condition, all parties agree to overcome the problem of deterioration in this character dimension. The issue of character or morality is not completely neglected by educational institutions (Darwis, 2017). However, the phenomenon that occurs shows that there is a failure in educational institutions to foster Indonesian people with character and noble character. This is because lessons at school on religious and moral knowledge are only left to religious teachers. The material taught about morals tends to focus on the cognitive aspect only, while the affective and psychomotor aspects are very minimal. For this reason, the conditions and facts of moral deterioration that occur confirm that teachers who teach any subject must pay attention and emphasize the importance of implementing character education values in students (Sari, 2021).

In the family environment, parents have an important role in improving the behavior of the nation's next generation, especially their children (Madani & Risfaisal, 2016). In the social environment, the community also has a role in fostering students' morals, while in the school environment, all school components, especially teachers as educators, have to foster students' morals (Aminu, 2021). Teenagers will hold the future of the nation, if they have good behavior, they will achieve glory in the future, but on the contrary, if they have bad behavior, the future of the nation will experience destruction and be far from what this beloved nation aspires to.

Character education is not a process of memorizing exam materials and techniques on how to answer them. Character education requires habituation. Habituation to do good, habituation to be honest, not cheating, not being lazy, and not letting the environment dirty (Muthoifin & Jinan, 2015). Character education is not formed instantly, but must be trained seriously and proportionally (Anwar, 2018). The implementation of character development of students in schools is the responsibility of all school elements, both educators and education personnel to the active role of parents (Pramasanti et al., 2020). Character is an important aspect of the self-image of each individual. Character is a combination of all human traits that are permanent and become a special mark to distinguish one person from another (Utomo & Pahlevi, 2022). Character development in schools is a process that takes a long time to change the immoral character of students to become moral, the process is not a one-time process. Character education can simply be interpreted as a person's temperament, character, attitude, and personality by instilling good values so that these values are integrated and embedded in thoughts, hearts, and actions and their influence is seen in everyday life (Utomo & Alawiyah, 2022).

Teachers are the second parents of students. Teachers are educators who act as character-building models. Their presence, attitudes, thoughts, values, concerns, commitment, and vision are important dimensions that indirectly teach values that shape the character of students (Darnanengsih & Rusyaid, 2020). As character educators, teachers are obliged to equip students with positive life values that are useful for students in the present and the future (Anjarsari & Agustin, 2022). A good teacher will bring a change for the better, make student's smart, able to understand and solve problems faced, and most importantly can build positive character in themselves. Teachers are expected to be good role models for students. In the education process, teachers and principals are the components that implement education policy at the most basic level and they need special assistance in solving their problems. Special assistance is following the demands of educational development, especially curriculum development (Daryanto, 2013).

Through the results of preliminary observations made by researchers in the field, namely the implementation of disciplinary character education policies is not as easy as designing character education itself. Problems with children's behavior in madrasahs often occur in instilling disciplinary values. Madrasah children who are in the early adolescent stage and are in a phase where they are looking for their identity, do not comply with madrasah rules. The attitude of violating madrasah rules is carried out by students as a form of children's upheaval against rules that are not agreed with their opinions. An undisciplined attitude causes problems for students so they must receive punishment according to their actions.

Discipline character education policy is the main aspect of the achievement of school success in instilling character education. Policies are seen as guidelines for action, limiting behavior, and assistance for decision-

makers (Irianto, 2012). The policy is a political action carried out deliberately with careful and careful thinking by several officials, organizations, and government agencies to solve problems and produce decisions following the objectives to be achieved (Yuliah, 2020). Education policy must describe the vision and mission of national education to realize the achievement of national education goals (Winata et al., 2021). Education policy is determined within a certain period and can be changed or replaced according to the times and needs. Education policy is formulated through a political process to determine plans or strategic steps in organizing education. Determining education policy plans must also link it to the education budget. Because the education budget determines the level of efficiency and effectiveness of the implementation of an education policy. Education means efforts made to mature humans for this is character education (Hendriana & Jacobus, 2017).

In the policy implication process, problems are often encountered that suddenly appear when in the field and are not contained in the concepts that have been made. Therefore, consistent policy implementation is needed by adhering to the relevant policy implementation theory. In a policy-making flow, of course, it goes through several important stages that must be carried out. One of these important stages in policy implementation. Supandi and Achmad Sanusi explain that policy implementation is a process of carrying out one alternative policy that has been decided from several previously designed policy alternatives. Strictly speaking, the implementation of education policy is the process of carrying out an alternative education policy that has been chosen and decided.

Based on the author's observations related to the implementation of the discipline character education policy, the implementation of the policy on discipline character education at MTs Riyadhus Sholihin Megang Sakti Musi Rawas has not been fully or entirely implemented properly and there are still several obstacles. Thus, students at MTs Riyadhus Sholihin Megang Sakti Musi Rawas partly already have good discipline such as reading prayers when teaching and learning activities are about to begin, performing Duha Prayers, dhuhur prayers, congregating in the mosque, and applying memorization of Tahfiz Qur'an. But on the other hand, some shortcomings are shown in the discipline of children when studying, there are still children who make noise in class, do not do homework, are late, and some are still ignored when advised by the teacher, even though many students stay or board in the institution.

Based on this phenomenon, the author conducted research with the title, "Implementation of Discipline Character Education policies at MTs RiyadhusSholihin Megang Sakti Musi Rawas. The author chose an educational institution, namely MTs Riyadhus Sholihin Megang Sakti Musi Rawas because it is one of the formal education in the Riyadhus Sholihin Education Foundation. Researchers consider that students at MTs Riyadhus Sholihin Megang Sakti Musi Rawas are at a developmental stage. Of course, it must be more to be accompanied and supervised. Education at this age is a very important opportunity to shape the disciplinary character of students later as adults.

In this study, it is deemed necessary to provide certain boundaries as the focus of the research, and to avoid misunderstanding the meaning of the title, the researcher explains several things as the focus of the research. The focus of research that needs to be explained is on the policy of disciplinary character education in schools so that students can understand and practice the values of disciplinary character education in everyday life properly and correctly.

2. METHOD

2.1 Type of Research

The type of research used is qualitative research with descriptive analysis. This research seeks to describe or illustrate what was researched regarding the implementation of disciplinary character education values at Madrasah Tsanawiyah (MTS) Riyadhus Sholihin Megang Sakti. Researchers conducted direct research on the location to obtain and collect data. Researchers must be able to understand the phenomenon of what the research subject experiences to produce descriptive data in the form of written or spoken words and observed behavior.

2.2 Place of Research

This research is located at MTs Riyadhus Sholihin Megang Sakti. This research was conducted from November 20, 2020, to March 28, 2021, starting from the process of place observation, document collection,

research observation, and interviews. As for the selection of this research location for several reasons, including a. MTs Riyadhhus Sholihin Megang Sakti is one of the schools located on Jalan Samin, Megang Sakti 5 Village, Megang Sakti Subdistrict, researchers have deep hopes that hopefully, this paper can contribute to improving the quality of education towards a better direction.

Researchers want to know and understand the implementation of disciplinary character education policies on students at MTs Riyadhhus Sholihin Megang Sakti. Consideration of time, energy, and financial efficiency in the hope that it will make it easier for researchers to research because researchers include educators at the Riyadhhus Sholihin Islamic boarding school.

2.3 Data Source

There are two data sources in this study, namely Primary data sources and secondary data sources. Primary data is a type of data obtained and extracted from the main source. Primary data is also called raw data because it is obtained based on direct field research results which still require further processing before the data has meaning (Teguh, 2005). The primary data source of this research comes from the field obtained through structured and systematic interviews with informants who are competent and have knowledge of the problem in this case the principal, teachers, and students at MTs Riyadhhus Sholihin Megang Sakti. Secondary data is a data source that does not directly provide data to data collectors, for example through documentation or through people who are not directly involved in the scope under study. This means tracing various references or documents related to the object under study to strengthen the findings in the field.

2.4 Data Collection

The data collection methods used in this study are as follows: Observation. Observation is direct observation of the object under study to know and understand the state of the object, its situation, context, and its meaning to collect research data (Sugiono, 2008). Thus, the observation that has been done by the author is direct observation at MTs Riyadhhus Sholihin Megang Sakti. Interview, Interview is a process to obtain research information utilizing a question and answer in the form of face-to-face between the interviewer and the respondent. The interview technique used based on this research is the in-depth interview. Documentation, Documentation is a method of finding data based on research by recording archive books in documents. List of Tables and things related to research. According to Suharsimi Arikunto, the documentation method is to find data about things in the form of notes, transcripts, books, newspapers, magazines, agendas, and so on. Thus, researchers try to use this method to obtain data that is not directly related to the research subject.

2.5 Data Analysis

This research uses qualitative descriptive analysis, namely the preparation of data to be explained and analyzed. This descriptive analysis is intended to find and describe the state of student behavior, and the results of the implementation of character education values in students at MTs Riyadhhus Sholihin Megang Sakti. This research describes or illustrates, factually, accurately the facts in the field. The processing process follows Miles and Huberman's theory that a data processing process can be carried out through three stages, namely data reduction, data presentation (display data), and concluding.

3. RESULTS AND DISCUSSION

3.1 Result

Based on the results of the school curriculum documentation study, the school has incorporated character education into the school curriculum. The character of discipline is a character that is developed and included in the school's goals, namely school residents have noble values of honesty, discipline, responsibility, courtesy, and care. The implementation of the discipline character education policy at MTs Riyadhhus Sholihin Megang Sakti Musi Rawas includes integration in self-development activities, subjects, and school culture.

3.1.1 Self-development

a) Routine Activities

The form of activities carried out routinely by schools to instill the character of discipline and responsibility is ceremonial activities. The ceremony is held every Monday if there are no obstacles and on national holidays. In its implementation, the principal and teachers take turns in charge of being the master of ceremonies. Ceremony officers are carried out by students in turn. Previously, the ceremony officers were trained first by the sports teacher and will get an evaluation after the ceremony is over. Another form of activity that is carried out regularly by the principal and staff is to take attendance using fingerprints located in the teacher's room when coming and leaving school.

Classroom teachers also take attendance during class. During observations in four classes, teachers took attendance by asking students who had not come. In addition, a form of activity that is carried out regularly by the school community is carrying out picket duties. Picket duty is carried out by teachers and students. The picket teacher is in charge of checking the cleanliness and tidiness of the students. Based on the results of eleven observations, every morning at 06.45 until the bell rings there is a picket teacher who has supervised the cleanliness of the yard and class.

Furthermore, a routine activity carried out by the school is morning gymnastics on Fridays. Based on the observation, gymnastics is held on Fridays starting at 7.30-08.00. Gymnastics is attended by all teachers and students with the sports teacher as the instructor. From the results of interviews, observations, and documentation studies, researchers can conclude that the form of routine activities carried out at MTs Riyadhus Sholihin Megang Sakti is to carry out activities, ceremonies, teacher pickets, student pickets, rows, dhuha prayers, dhuhur prayers, tadarus, and gymnastics. These activities have been programmed in the school curriculum to improve discipline, fitness, and environmental cleanliness. Through these activities, it can integrate the character of discipline and responsibility in school members, for example, school policies urge school members to perform dhuha prayers every day.

b) Spontaneous Activities

This activity is carried out when there are things that are urgent and need to be done, such as the teacher reprimanding students who do bad things. For example, some students do homework in front of the class because they have not done it at home, while homework is discussed at that time. Not only reprimands are given spontaneously but also rewards to students who get good assessments. Based on the results of interviews with the principal, the rewards given are verbal, namely praise and flattery. This is reinforced by observations made in three classes during learning. Teachers gave applause and praise to students who did their assignments correctly and were willing to lead presentations. There are also classroom teachers who give stars to students who maintain order during the market simulation.

c) Exemplification

The example given by the principal and staff is arriving and leaving school according to the regulations. Based on the observation, the principal and class teachers are encouraged to be on time even though there are class teachers or subject teachers who are late due to necessity. The teacher's office also has a banner about the 10 personalities that teachers must have. This is done so that teachers always remember their duties and responsibilities as teachers. The school enforces regulations for teachers in time discipline.

Teachers also provide other examples to students, for example, always dressing neatly and politely according to the provisions, carrying out dhuha prayers and dhuhur prayers, and other forms of good habituation. Based on the results of the research, the examples given by principals and staff related to the implementation of discipline character education are arriving and leaving on time, dressing neatly and politely, throwing garbage in its place, and providing examples of other activities carried out by students, such as dhuha prayers and dhuhur prayers.

d) Conditioning

The school has facilities and infrastructure that support the implementation of discipline and responsibility character education. The school has two gates, the main gate and the side gate. When the bell rings the main gate is closed, and students who are late must report to the security guard. To facilitate waste disposal, there are

three bins in front of each room, for plastic, leaf, and paper waste. In the schoolyard and canteen, there are also several trash bins and several places to wash hands. Classrooms also have facilities that support learning activities, such as whiteboards, liquid crystal displays, computers, and cleaning equipment. The school has a healthy canteen and two prayer rooms.

3.1.2 Learning Process

The way teachers instill discipline is by constantly reminding and reprimanding less orderly students. This is following the statement delivered by the principal, when students do not do their homework they are reprimanded if they do not do it, do not wear uniforms, are late, and so on. In addition, teachers also familiarize students to carry out the indicators of discipline and responsibility characters, including doing assignments on time according to the agreement. From the observation, the researcher found that the school has implemented the implementation of discipline and responsibility character education and included it in the lesson plan.

3.1.3 School Culture

In instilling the character of discipline and responsibility, each class has its own rules. Based on the observation, the rules are posted in each classroom. Among them are the rules for taking off shoes when entering class, shoes are neatly arranged on the shoe rack or the floor. No eating in the classroom during breaks. Based on the documentation study, each class has a class management and a class picket schedule posted on the class notice board. The school has regulations to create a conducive learning environment, one of which is the teacher and student rules. Each class has a teacher and student code of conduct posted on the class notice board. In addition, the school also enforces several rules in the implementation of healthy school and excellent school programs, for example, students are encouraged to throw garbage in its place and give sanctions to students who violate it.

The habits that the school instills in students are arriving and leaving school on time, throwing garbage in its place, shaking hands when meeting teachers, apologizing, dressing neatly and politely, and taking responsibility for their actions. School hour activities as well as extracurricular activities help students in the formation of disciplinary character. As explained above, by participating in these activities students will become more characterized, especially discipline problems.

3.2 Discussion

3.2.1 Forms of Discipline Character Education Policy

From the description of the data that the researchers have described above, researchers can conclude that the understanding of the character of discipline and responsibility between principals and teachers is almost the same. Principals understand the character of discipline is compliance with established rules. Teachers understand the character of discipline as an attitude that shows compliance with predetermined rules or regulations. The understanding of principals and teachers about the definition of disciplinary character is almost the same as the opinion of [Mustari \(2014\)](#) who defines discipline as an action that shows orderly and obedient behavior to various provisions and regulations. Based on the principal's understanding of the meaning of the character of responsibility, responsibility is the awareness to carry out obligations ([Fitrah, 2017](#)). Meanwhile, teachers understand the character of responsibility as an awareness of all things that are their duties following the provisions. The understanding of principals and teachers about the notion of responsible character is not much different from the opinion of [Mustari \(2014\)](#), which states that responsibility is the attitude and behavior of a person to carry out his duties and obligations as he should do, towards himself, society, the environment, the state, and religion.

According to the term that covers all educational activities, education is an effort that prepares individuals for a more perfect life, is systematic when thinking, has sharp intuition, is active in creativity, has tolerance for others, is competent when expressing oral language, writing, and has several skills ([Ningrum, 2016](#)). Character education is education that develops values in each individual so that they have noble character values in themselves, by applying these values to their lives as citizens of society and as good citizens. Character education can also be interpreted as all efforts made by teachers that can affect the character of students. Teachers are expected to shape students through exemplary, the way teachers speak when conveying tolerant material and various things related to it.

Character education can be concluded as all efforts made deliberately by adults to implement character values in individuals so that they become human beings who think maturely, have a strong mentality so that they can face existing problems, have a personality, behave well according to religious norms which are manifested in interactions with Allah Swt, themselves, and fellow humans. [Mulyasa \(2013\)](#) says that the implementation of character education in schools involves three managerial functions, namely planning, implementation, and evaluation. The first function is planning, which involves formulating basic competencies, determining the type of character, and estimating how to form it. The planning carried out by the school by incorporating the character education of discipline and responsibility into the school curriculum and delivered to student guardians in the socialization of the school curriculum in the new school year.

Character education essentially aims to form a nation that is resilient, competitive, noble, moral, tolerant, cooperative, patriotic, dynamically developing, and science and technology-oriented. All of which are imbued with faith and piety to Allah Swt Almighty based on Pancasila. Then the function of character education is to develop the basic potential to have a good heart, think well, and behave well, then strengthen and build the behavior of a multicultural nation and improve the civilization of a competitive nation in world relations ([Puspitasari, 2016](#)).

Education policy is a public policy in the field of education that outlines the vision and mission of education to achieve educational goals to determine the strategic steps of organizing education. An education policy includes five components, namely:

First, goals. A goal is a result that an individual or group wants to achieve within a certain period. Goals are usually made as the first step in making an activity plan or program. In an activity, goals are also needed as one of its components. Education policies that will be implemented must have clear objectives. The objectives in education policy must also be rational and acceptable to all parties.

Second, plans. After determining the objectives of the education policy to be achieved, the next thing to do is to make a work plan that contains specific work operations that will be used to achieve the objectives. The work plan is made to organize work management in implementing an education policy so that the direction of implementing its virtues is clear and directed.

Third, program. The third step is program creation. The program is a real project of the goals that have been compiled previously. The program is implemented as an effort to achieve a goal by looking at the level of success and failure. The program intended here is an education policy that will affect the field of education. In making an education policy, it should be made more than or by making several choices of education policy so that later it can be taken into consideration in making education policy decisions.

Fourth, decision. The decision is all actions to determine goals, make program plans, implement programs, and evaluate programs. Decisions are made by considering the results of trials of several alternative education policies that have been carried out. The results of rationality, the level of satisfaction, and the acceptability of education policy by all parties are the main considerations in deciding education policy to be determined and implemented.

Fifth, effects. Effects are the impact of programs that have been implemented either intentionally or unintentionally, both primary and secondary programs. In determining an education policy, it is undeniable that it will have a positive impact and a negative impact.

The five components above are used to realize the occurrence of a policy. Without these five components, a policy will not run or cannot be implemented properly. The five components are interconnected and related to each other to support the making of a specific policy in the field of education.

3.2 Implementation of the Discipline Character Education Policy

Character education is not just about teaching knowledge to students but character education is a process of implementing positive values to students to strengthen the implementation of character education. Implementation is a process that provides certainty that the learning program has the human resources and facilities, as well as the infrastructure needed in the implementation so that it can form the desired competencies and characters. Implementation is carried out by schools through the integration of character values in self-development programs, subjects, and school culture.

The cultivation of character values is given not only to teach knowledge about how to behave well and correctly but more than that, namely as a process of instilling and developing noble values through culture and

dignity (Utomo et al, 2022). In instilling disciplinary character in students, there are several ways to instill disciplinary values. There are three ways to instill discipline, namely (1) authoritarian disciplining. Authoritarian discipline is characterized by harsh rules and regulations to impose the desired behavior. Children will only carry out orders without knowing the reasons why they should be done so that children will have difficulty in making decisions to act; (2) permissive discipline. Permissive discipline is often interpreted as freedom. In this discipline, children are often not given limits or constraints that regulate what they can do, they are allowed to make their own decisions and do as they please; (3) democratic discipline. The democratic method uses explanation, discussion, and reasoning to help children understand why certain behaviors are expected. The child will be allowed to express opinions about the rules, so there is two-way communication between parents and children. This discipline system will inspire the growth of a sense of responsibility and a spirit of cooperation in children (Gunawan & Mulianingsih, 2019).

Strong character is necessary for children in determining their success in life (Pahlevi & Utomo, 2022). Character is a person's way of thinking, acting, and behaving and characterizes the habits displayed by that person (Zubaedi & Utomo, 2021). Integration of character education in schools is carried out by integration in self-development programs, subjects, and school culture.

1) Integration in the Self-Development Program

The form of integrating the characteristics of discipline and responsibility in self-development at MTs Riyadhus Sholihin Megang Sakti includes routine activities, spontaneous activities, exemplary, and conditioning as follows.

First, routine activities that take place at MTs Riyadhus Sholihin Megang Sakti include taking attendance every day, flag ceremony every Monday, morning gymnastics every Saturday, daily teacher and student picket, dhuhah and dhuhur prayers and tadarus every day. These activities develop the character of discipline and responsibility of students when carrying out these activities. This is following the statement of Wibowo (2012) that routine activities are activities that are carried out continuously and consistently at all times.

Second, spontaneous activities. Researchers can conclude that spontaneous activities carried out by principals and staff are giving reprimands, advice, sanctions, and examples to students who do things that are less orderly at school. For example, reprimanding students who eat while walking, dressing less neatly, not being orderly during the ceremony, and littering. Students who get good assessments will receive praise or flattery, especially during classroom learning. Other students will also always remind students who do bad things and report to the teacher. Advise students who arrive late. Sanctioning students who do not do assignments, and do not carry out picket. Spontaneous activities are activities that are carried out spontaneously at that time, both for students who do good and bad things.

The principal and staff try to arrive early, especially teachers who have a picket schedule must leave early to supervise children on picket duty. The principal and staff dress neatly according to the daily uniform and speak politely. In addition, principals and staff make it a habit to throw garbage in its place and always keep the environment clean. Principals and staff will reprimand students when they see garbage scattered around. Teachers always guide and accompany students in carrying out class picket so that it is carried out properly. Exemplary is the behavior and attitude of teachers and other education personnel in providing examples of good actions, so that it is expected to be a role model for students to follow.

Fourth, is conditioning. Conditioning includes the availability of school facilities and infrastructure in implementing the discipline character education policy. The school provides clean and sufficient toilets, uses fingerprint for teacher attendance, facilitates students with a healthy canteen and prayer room, has complete classroom cleaning tools, adequate sinks, and trash bins, has a security guard who guards the gate every day, and conditions security.

2) Integration in Subjects

Integration of character values in subjects by including character values in the lesson plan. The integration of character values in subjects obtained by researchers from the results of research at MTs Riyadhus Sholihin Megang Sakti is that schools include character education in the school curriculum and then teachers write the character values developed in the lesson plan. The character value is also included in the core competencies in the student book and teacher book. In the learning process, teachers always reprimand students who cheat, are

disorderly, or cheat when doing assignments, remind students who picket, and remind extracurricular activities that are held after school. Teachers accustom students to doing assignments according to the provisions, for example, collecting student assignments as much as possible according to the time given, students who have not finished are asked to finish after school accompanied by the teacher. Teachers also sanction students who do not carry out class assignments. Students who do not do homework are given sanctions.

Giving assignments to students, it will train students to be responsible. Every kindergarten or elementary school teacher knows that children will develop a sense of responsibility by helping the teacher and the class, and they will not develop if they do not. The characters of discipline and responsibility are developed in scouting activities with rules and tasks set by the scoutmaster and student teamwork.

3) Integration in School Culture

School culture-based character education design tries to build a school culture that can shape the character of students with the help of school social institutions so that certain values are formed and internalized in students. The form of integrating character values in school culture at MTs Riyadhus Sholihin Megang Sakti is explained below:

First, class. In creating order in the classroom, each class has a class organization structure, class picket schedule, and class rules. Teachers give sanctions to students who do not implement these rules. In addition, students who do not carry out class assignments are also given sanctions according to mutual agreement. The sanctions given to students are of course sanctions that are educational and useful for students.

Second, school. The integration of discipline and responsibility characters in school culture is carried out by school regulations, namely school rules. The rules apply to teachers and students. Each classroom has posted the teacher and student rules on the classroom bulletin board. In the schoolyard, there is a banner of the school's vision, mission, and goals. Sanctions and reprimands are also applied to both students and teachers who violate school rules. School activities carried out include competitions and scouting activities or camps. The competitions held at school include class hygiene competitions every three months, Kartini Day commemoration, and Independence day. However, these activities are not yet listed in the school academic calendar.

Third, outside the school. Integration of disciplinary characters through out-of-school activities, namely mandatory extracurricular activities, school extracurricular activities, and activities with student guardians. The compulsory extracurricular activities carried out at MTs Riyadhus Sholihin Megang Sakti are in English. While the optional extracurriculars are tahfidzul Qur'an Juz 30, harsh music, pencak silat, futsal, basketball, and table tennis. These extra-curricular activities are carried out according to their respective schedules but have not been included in the school's academic calendar. Out-of-school activities, through extracurricular activities and other activities participated in by all or some students, are designed by the school since the beginning of the school year, and are included in the Academic Calendar.

Based on the discussion above, to embed the policy of several methods that can be used in the practice of character education in schools, some strategies can be carried out, including the following:

- 1) Teaching. Teaching character education to introduce theoretical knowledge about value concepts;
- 2) Exemplary. Consistency in teaching character education is not just through something said through classroom learning, but also appears in the teacher, in real life outside the classroom, the teacher's character determines the color of the students' personality;
- 3) Determining priorities; educational institutions have basic priorities and demands for the character they want to implement in their environment. Character education brings together many sets of values that are considered important for the implementation and realization of the vision of the educational institution. Therefore, educational institutions must determine the standard demands for character that are offered to learners as part of institutional performance;
- 4) Prioritized praxis. Another very important element for character education is evidence of the implementation of the prioritized character education values. In connection with the demands of educational institutions on the priority values that become the vision of their educational performance, educational institutions must be able to verify the extent to which the school's vision has been able to be realized within the scope of scholastic education through various elements within the institution;

- 5) Reflection. The character that will be formed by educational institutions through various programs and policies always needs to be evaluated and reflected upon continuously and critically.

4. IMPLICATIONS AND RECOMMENDATIONS

The results of this research can contribute to science both theoretically and practically regarding the implementation of character education policies in schools. The following describes the implementation and contribution of the research:

- 1) School principals, teachers, and educators are aware of the discipline character education policy that is
- 2) that is integrated with learning;
- 3) the results of this research as a scientific work, this thesis is later expected to contribute to the treasures of education science, especially Islamic education science, then the author also hopes that this paper will become a reference material for researchers in relevant research;
- 4) the results of this study are expected to help education organizers at MTs Riyadhus Sholihin Megang Sakti Musi Rawas to change student behavior for the better through character education. to be better through character education.

5. RESEARCH LIMITATIONS

Based on the results and discussion of the research. The following researchers describe the limitations of research in this study, readers and future researchers will be able to pay attention in terms of research limitations.

- 1) The focus of this research only focuses on discussing the implementation policy of discipline character education in one school only so that there is no comparison with other schools;
- 2) The data collection process is only based on the results of interviews so it tends to be subjective;
- 3) The research implementation time is limited with a relatively short research schedule;
- 4) Researchers lack access to data;

5. CONCLUSIONS

Formation and development of potential Character education function to form and develop human potential or Indonesian citizens to have good thoughts, hearts, and behaviors following the philosophy of Pancasila. Improvement and strengthening Character education functions to improve negative human character, strengthen the role of families, education units, communities, and governments to participate, and be responsible for developing human potential towards a nation with character.

The results of the study concluded that the form of disciplinary character education policy at Madrasah Tsanawiyah (MTs) Ryadhus Sholihin was carried out through the planning stage. The planning carried out by the school is by holding a meeting of the entire board of teachers and staff to include character education values in the school curriculum and then socializing the curriculum to student guardians in the new school year. The implementation of discipline character education policy includes integration in self-development activities, subjects, and school culture. The self-development stage includes; routine activities, spontaneous activities, exemplary, and conditioning. The subject stage includes; incorporating the value of disciplinary character education in the lesson plan, learning process, and actualization. While in school culture, the value of disciplinary character education is applied through; class rules, school rules, and out-of-school rules.

Research suggestion. Based on the conclusions, suggestions, and recommendations for the success of a better discipline character education policy are as follows: (1) there need to be special regulations for student guardians so that they can synergize with school policies, especially in terms of discipline; (2) there needs to be coordination between Madrasah and the head of the boarding school so that students who go to boarding school are not late for school hours.

ACKNOWLEDGMENTS

The researcher would like to thank the school parties (principal, teachers, education personnel) Madrasah Tsanawiyah Riyadhus Sholihin Megang Sakti Musi Rawas who have provided a lot of information and direction

to the author during the research implementation process. As well as all facilities and infrastructure that have been provided so that the implementation of research can be completed in accordance with the research schedule.

AUTHOR CONTRIBUTION STATEMENT

The author is fully responsible for all data information that the author describes in this article. The author guarantees the authenticity and correctness of the data based on the results of data collection that researchers have conducted in the field.

DECLARATION OF COMPETING INTERESTS

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

REFERENCES

- Aminu, N. A. N. (2021). Usaha Guru PAI dalam Membina Akhlak Melalui Pembelajaran Daring Di SD Negeri 1 Kaobula. *TAKSONOMI: Jurnal Penelitian Pendidikan Dasar*, 1(2), 60-66. <https://doi.org/10.35326/taksonomi.v1i2.1469>
- Anjarsari, A., & Agustin, E. (2022). Implementasi Metode Cerita Islami Dalam Penanaman Nilai-Nilai Pendidikan Agama Islam Di Tk. *Jurnal El-Audi*, 3(1), 06-11. <https://doi.org/10.56223/elaudi.v3i1.44>
- Anwar, S. (2018). Pendidikan Islam dalam membangun karakter bangsa di era milenial. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 9(2), 233-247. <https://doi.org/10.24042/atjpi.v9i2.3628>
- Caterine, W., Budiana, N., & Indrowaty, S. A. (2019). *Etika profesi pendidikan generasi milenial 4.0*. Malang: Universitas Brawijaya Press.
- Darnanengsih, D., & Rusyaid, R. (2020). Internalisasi Nilai-Nilai Karakter Dalam Proses Pembelajaran Untuk Membentuk Karakter Peserta Didik. *Al-Riwayah: Jurnal Kependidikan*, 12(1), 75-108. <https://doi.org/10.47945/al-riwayah.v12i1.272>
- Darwis, A. (2017). Pelaksanaan Integrasi Pendidikan Karakter dalam Mata Pelajaran Aqidah Akhlak Siswa Kls X di Man 1 Medan. *Jurnal Penelitian Pendidikan Sosial Humaniora*, 2(2), 250-256. <https://jurnal-lp2m.umnaw.ac.id/index.php/JP2SH/article/download/64/57>
- Daryanto, D. (2013). *Administrasi dan Manajemen Sekolah: Untuk Mahasiswa, Guru, dan Peserta Kuliah Administrasi Pendidikan*. Jakarta: Rineka Cipta
- Fitrah, M. (2017). Peran kepala sekolah dalam meningkatkan mutu pendidikan. *Jurnal Penjaminan Mutu*, 3(1), 31-42. <http://ejournal.ihdn.ac.id/index.php/JPM/article/view/90>
- Gunawan, A., & Mulianingsih, F. (2019). Implementasi Penanaman Nilai Karakter Disiplin Dalam Pembelajaran Ips Di Smp Negeri 1 Boja Kabupaten Kendal. *Sosiolum: Jurnal Pembelajaran IPS*, 1(1), 53-59. <https://doi.org/10.15294/sosiolum.v1i1.30447>
- Hendriana, E. C., & Jacobus, A. (2017). Implementasi pendidikan karakter di sekolah melalui keteladanan dan pembiasaan. *JPDI (Jurnal Pendidikan Dasar Indonesia)*, 1(2), 25-29. <http://dx.doi.org/10.26737/jpdi.v1i2.262>
- Irianto, Y. B. (2012). *Kebijakan Pembaharuan Pendidikan: Konsep, Teori, dan Model*. Jakarta: Rajawali Pers
- Istiqomah, Y. Y., & Dewi, D. A. (2021). Memperkuat Integrasi Nasional Melalui Generasi Bangsa Dan Teknologi Pada Pembelajaran Pendidikan Kewarganegaraan. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, 4(1), 272-277. <https://www.academia.edu/download/95427106/pdf.pdf>
- Khotimah, D. N. (2019). Implementasi program penguatan pendidikan karakter (PPK) melalui kegiatan 5s di sekolah dasar. *INOPENDAS: Jurnal Ilmiah Kependidikan*, 2(1). <https://doi.org/10.24176/jino.v2i1.2928>
- Madani, M., & Risfaisal, R. (2016). Perilaku sosial anak putus sekolah. *Equilibrium: Jurnal Pendidikan*, 4(2). <https://doi.org/10.26618/equilibrium.v4i2.500>
- Mulyasa, M. (2013). *Manajemen Pendidikan Karakter*. Jakarta: Bumi Aksara.
- Mustari, M. (2014). *Nilai Karakter: Refleksi untuk Pendidikan*. Jakarta: Rajawali Press

- Muthoifin, M., & Jinan, M. (2015). Pendidikan Karakter Ki Hadjar Dewantara: Studi Kritis Pemikiran Karakter Dan Budi Pekerti Dalam Tinjauan Islam. *Profetika: Jurnal Studi Islam*, 16(2), 167-180. <https://doi.org/10.23917/profetika.v16i2.1852>
- Ningrum, E. (2016). Pengembangan sumber daya manusia bidang pendidikan. *Jurnal Geografi Gea*, 9(1). <https://doi.org/10.17509/gea.v9i1.1681>
- Pahlevi, R., & Utomo, P. (2022). Orang Tua, Anak dan Pola Asuh: Studi Kasus tentang Pola layanan dan Bimbingan Keluarga terhadap Pembentukan Karakter Anak. *Jurnal Hawa: Studi Pengarus Utamaan Gender dan Anak*, 4(1), 91-102. <http://dx.doi.org/10.29300/hawapsga.v4i1.6888>
- Pramasanti, R., Bramasta, D., & Anggoro, S. (2020). Implementasi pendidikan karakter tanggung jawab dan kerja sama dalam pembelajaran tematik kurikulum 2013 di sd negeri 2 berkoh. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 2(1), 43-48. <https://doi.org/10.36232/jurnalpendidikandasar.v2i1.410>
- Puspitasari, E. (2016). Pendekatan pendidikan karakter. *Edueksos: Jurnal Pendidikan Sosial dan Ekonomi*, 3(2). <https://www.jurnal.syekhnuurjati.ac.id/index.php/edueksos/article/view/355>
- Sari, A. D. (2021). Strategi Guru Pendidikan Agama Islam Dalam Menanamkan Nilai-Nilai Karakter Pada Peserta Didik. *Jurnal Educatio FKIP UNMA*, 7(1), 12-18. <https://doi.org/10.31949/educatio.v7i1.693>
- Sudarsana, I. K. (2015). Peningkatan mutu pendidikan luar sekolah dalam upayapembangunan sumber daya manusia. *Jurnal Penjaminan Mutu*, 1(1), 1-14. <http://www.ejournal.ihdn.ac.id/index.php/JPM/article/download/34/43>
- Sugiono, S. (2008). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta
- Sutarna, N. (2016). Pendidikan Karakter Siswa Sekolah Dasar dalam Perspektif Islam. In *Prosiding Seminar Nasional Inovasi Pendidikan*. <https://jurnal.fkip.uns.ac.id/index.php/snip/article/download/8948/6509>
- Teguh, M. (2005). *Metodologi Penelitian Ekonomi Teori dan Aplikasi*. Jakarta: Raja Grafindo Persada
- Utomo, P., Prayogi, F., & Pahlevi, R. (2022). Bimbingan dan Konseling Keluarga: Pola Asuh Orang Tua dan Implikasinya terhadap Penanaman Nilai-Nilai Karakter pada Anak. *Prophetic: Professional, Empathy, Islamic Counseling Journal*, 5(1), 35-50. <https://doi.org/10.24235/prophetic.v5i1.11170>
- Utomo, P., & Pahlevi, R. (2022). Peran Teman Sebaya sebagai Moderator Pembentukan Karakter Anak: Systematic Literature Review. *INSPIRATIF: Journal of Educational Psychology*, 1(1), 1-8. <http://jurnal.yoii.ac.id/index.php/inspiratif/article/view/35>
- Utomo, P., & Alawiyah, I. (2022). Family-Based Character Education: The Role of Parenting as the Basic of Character Education for Elementary Children. *Journal of Primary Education (JPE)*, 2(1), 1-9. <http://dx.doi.org/10.29300/jpe.v2i1.6976>
- Wahidin, U. (2017). Pendidikan karakter bagi remaja. *Edukasi Islami: Jurnal Pendidikan Islam*, 2(03). <http://dx.doi.org/10.30868/ei.v2i03.29>
- Wibowo, A. (2012). *Pendidikan Karakter: Strategi Membangun Karakter Bangsa Berperadaban*. Yogyakarta: Pustaka Pelajar
- Winata, K. A., Zaqiah, Q. Y., Supiana, S., & Helmawati, H. (2021). Kebijakan pendidikan di masa pandemi. *Ad-Man-Pend: Jurnal Administrasi Manajemen Pendidikan*, 4(1), 1-6. <https://doi.org/10.32502/amp.v4i1.3338>
- Yuliah, E. (2020). Implementasi Kebijakan Pendidikan. *Jurnal At-Tadbir: Media Hukum dan Pendidikan*, 30(2), 129-153. <https://doi.org/10.52030/attadbir.v30i2.58>
- Zubaedi, Z. (2012). *Desain Pendidikan Karakter Konsepsi dan Aplikasinya pada Lembaga Pendidikan*. Jakarta: Kencana
- Zubaedi, Z., & Utomo, P. (2021). Nilai Kerja dalam Pendekatan Tasawuf dan Pengaruhnya Sebagai Bimbingan Pribadi-Sosial Terhadap Pembentukan Karakter Masyarakat Modern. *Altifani: Jurnal Pengabdian Masyarakat Ushuluddin, Adab, dan Dakwah*, 1(2), 99-112. <https://doi.org/10.32939/altifani.v1i2.912>