

Implementation of Early Childhood Discipline Character Education at Ra Al Amin Jakarta

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Article Info	Abstract
Article history: Received: June, 06, 2035 Revised: June 08 2025 Accepted: June, 15, 2025 Keywords: Character Education, Discipline Children's Education	<i>This study aims to determine the implementation of disciplinary character education in early childhood at RA Al Amin Jakarta, and to identify its influence on children's character development. Disciplinary character education in early childhood is one of the important aspects in forming positive behavior that can support children's development both in the family and school environment. The research method used is qualitative descriptive research with a case study approach. Data were collected through observation, interviews with teachers, principals, and parents, as well as document analysis related to the implementation of character education in schools. The results of the study indicate that the implementation of disciplinary character education at RA Al Amin Jakarta has been running well through various activities that support disciplinary values, such as the formation of punctual habits, arranging daily routines, and strengthening discipline in various activities. Teachers also play an active role in instilling discipline through role models and consistent approaches. Children show positive behavioral changes, such as increased discipline in following existing schedules and rules. The implication of this study is the importance of the role of schools and parents in supporting disciplinary character education to form children who have structured and independent behavior. The application of the results of this study can be used as a guideline for other early childhood education institutions in implementing disciplined character education effectively and in a planned manner, as well as a reference for improving collaboration between schools and parents in educating children.</i>
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A. Pendahuluan

Character education is an essential aspect in early childhood education, especially in the face of rapid developments and numerous challenges in today's world. This is evident in the progress made at various educational institutions, including RA Al Amin Jakarta. With a clear mission, RA Al Amin strives to nurture a generation that is not only intellectually capable but also possesses strong character, particularly in the area of discipline. Discipline serves as a fundamental pillar in shaping a child's sense of responsibility, orderliness, and self-management abilities in various situations (Hafiz et al., 2024; Sambo et al., 2024). Therefore, the implementation of character education at RA Al Amin is crucial in preparing children to face the challenges they will encounter in the future.

One of the standout methodologies employed at RA Al Amin is the role modeling exhibited by educators who uphold the principles of discipline. The quality of teaching is not only determined by the delivery of lesson content but also by how teachers and staff exemplify

discipline through their actions (Sambo et al., 2024; Hafiz et al., 2024). These role models demonstrate punctuality, cleanliness, and responsibility in completing tasks. Through this approach, RA Al Amin aims to instill disciplined habits that are expected to endure throughout the children's lives. This is in line with research indicating that the modeling of positive behaviors by parents and educators significantly impacts the process of character development in children (P et al., 2023; Keraf et al., 2024).

Collaboration between parents and the school is also a vital aspect of fostering discipline in children. RA Al Amin recognizes that character education is not solely the responsibility of the school but requires active support from parents (Masykuroh & Qosyasih, 2023; Zahra & Aminah, 2024). This collaboration is evident in various activities involving parents, where they are expected to model and apply the same values at home, ensuring that children experience consistency in their character education. Effective communication between the school and parents is essential in creating an environment that supports character education efforts (Zahra & Aminah, 2024; Masykuroh & Qosyasih, 2023).

Furthermore, RA Al Amin applies enjoyable methods in the learning process to keep children engaged. These methods include educational games, outdoor activities, and other activities designed to encourage children to learn discipline in a fun, non-coercive way (Lukawati et al., 2023; Hariandi et al., 2023). This approach emphasizes interactive and enjoyable learning, so children actively participate in the learning process. This aligns with research showing that enjoyable learning can enhance children's motivation and compliance with rules (Mustaqim, 2023; Ismaniar et al., 2023).

The discipline-focused character education implemented at RA Al Amin also emphasizes the formation of positive habits in daily life. Instilling punctuality, cleanliness, and adherence to rules is not only a focus at school but is also extended to home life (P et al., 2023; Hafiz et al., 2024). Consistency in these practices between school and home is crucial in reinforcing the child's understanding of the benefits of discipline in their life. Research shows that children who receive consistent discipline from both environments tend to better understand and apply these values in their lives (Masykuroh & Qosyasih, 2023; Sambo et al., 2024).

However, challenges in implementing discipline-based character education at RA Al Amin remain. Each child has a different background, and some may take longer to apply discipline in their daily lives (Sukriyah et al., 2024; Hasmiza, 2023). To overcome these challenges, a more personalized approach from educators is necessary to address the individual needs of each child. Teachers who provide personal guidance are more effective in addressing various obstacles faced by children, thereby improving the learning process (Hafiz et al., 2024; Sukriyah et al., 2024). In addition to individual aspects, the consistency of character education implementation at RA Al Amin is also challenged by external influences that may contradict the discipline values being taught (Masykuroh & Qosyasih, 2023; Apriliyani, 2023). In this fast-paced, interconnected world, children can be influenced by values that conflict with discipline. Therefore, RA Al Amin continually strives to strengthen character values through various activities that build strong relationships between the school, children, and parents. This comprehensive approach helps maintain the effectiveness of discipline-based character education, despite various negative external influences (Sambo et al., 2024; Romba et al., 2022).

The importance of discipline-based character education for young children is evident in its significant impact on their future lives. Children who are equipped with good discipline tend to be better at managing their time, completing tasks effectively, and taking responsibility (P et al.,

2023; Sambo et al., 2024). Research also shows that children with high discipline are more adaptable to new environments and more resilient in facing difficulties (Hafiz et al., 2024; Arifin et al., 2023; Hasmiza, 2023). These abilities are crucial in developing a strong mindset, ultimately preparing children to face life's challenges with greater confidence.

With the effective implementation of discipline-based character education at RA Al Amin Jakarta, it is hoped that the children will grow into individuals with strong character, resilience, and readiness to face the challenges of the future. Close cooperation between the school and parents will be the key to successfully establishing sustainable character education, benefiting the children's development in the future. RA Al Amin remains committed to innovating and adapting to the changing times to ensure that discipline-based character education forms the foundation for creating outstanding and high-quality young generations (Zahra & Aminah, 2024; Masykuroh & Qosyasih, 2023; Hasmiza, 2023).

B. Methods

The research method used in this study is a qualitative approach with a descriptive design. The researcher will observe and analyze the implementation of discipline character education at RA Al Amin Jakarta by collecting data from various relevant sources, such as interviews with teachers, teaching staff, and parents. Additionally, the researcher will conduct direct observations of learning activities in the school, particularly those related to fostering discipline in early childhood. The data obtained will be analyzed descriptively to illustrate how the discipline learning process is implemented and the factors influencing it.

In addition to interviews and observations, the researcher will also collect documentation related to the curriculum, rules and regulations, and various character education programs implemented at RA Al Amin. This data will provide a deeper understanding of the strategies and concrete steps taken by the school in shaping discipline character among the children. Triangulation techniques will be used to ensure data validity by comparing the results of interviews, observations, and available documentation. This study is conducted at RA Al Amin Pesanggrahan Permai, South Jakarta, with a focus on the teaching process and the habituation of discipline character in early childhood. In the analysis, the researcher will use relevant theories of character education and discipline to identify how the implementation of discipline character education affects the development of children at the school. The findings of this research are expected to provide a clear picture of the practice of discipline character education in early childhood education institutions.

C. Results and Discussion

1. Character Discipline Development for Early Childhood at RA Al Amin Pesanggrahan Permai Petukangan Selatan

The implementation of character discipline in early childhood at RA Al Amin is clearly evident in every learning activity conducted, especially in the pilgrimage and Umrah simulation activities led by Mrs. Nursetiaasih. In this activity, children are divided into male and female groups, and they take turns performing the Umrah rituals according to the proper procedure. The male children start by reciting the intention for Umrah, preparing themselves, wearing the Ihram clothing, and performing the Tawaf and Sai alternately, while the female children follow the same process. This activity not only teaches the proper way of worship but also involves high discipline, such as orderly queues, attention to time, and adherence to every instruction given by the teacher. Moreover, the habituation of discipline is carried out in a very thorough manner. The children sit neatly, follow each step of the activity in an orderly manner, and only a few children step out of line due to thirst after running around. This shows that, even though young children have a lot of energy, they can still be taught to follow the existing rules. At the end of the activity, after all the children complete the Umrah simulation, they sit neatly again, pray together, and shake hands with their teachers as a sign of

appreciation for the discipline they have demonstrated. Such habituation is not only applied during significant activities but is also implemented every day in other learning activities.

2. Strategies for Implementing Discipline Character Education in Early Childhood at RA Al Amin

The implementation of discipline character education for early childhood at RA Al Amin Pesanggrahan Permai Petukangan Selatan applies a highly structured strategy that involves close cooperation between the school and parents. One of the main strategies is routine, spontaneous habituation, and role modeling provided by the educators. Teachers at RA Al Amin not only serve as academic instructors but also as role models in everyday life, teaching discipline values through their own actions. Each teacher is expected to understand a deep educational philosophy that integrates the intellectual, emotional, and social aspects of the students. The habituation is carried out in various ways, such as routine habituation, like managing daily activities such as arriving on time, tidying up seating arrangements, and following the class rules that have been mutually agreed upon. Spontaneous habituation is also implemented, such as asking children to help friends in need or to maintain classroom cleanliness without being asked. In addition, the role modeling by the teachers is crucial; their consistent disciplined behavior will shape similar attitudes and mindsets in the children. It is hoped that these efforts will develop children who are not only disciplined in school activities but also in their everyday lives.

This strategy does not only focus on discipline within the school environment but also involves the active role of parents. Parents are empowered to monitor the development of their children's discipline at home, so the character education can continue without interruption. Teachers and parents work together to reinforce discipline values, with parents expected to provide consistent monitoring and support for children's behavior at home. In this way, children's discipline character can be formed holistically, not only at school but also in the family and community environment.

3. Implementation of Rules and Discipline Character Education at RA Al Amin Pesanggrahan Permai

The implementation of clear and consistent rules at RA Al Amin is one of the key factors in the success of discipline character education for early childhood. Through the rules that are applied, children are taught the importance of discipline in their everyday life. This process of discipline development also involves giving children responsibility. By fostering an awareness of responsibility for themselves and their surroundings, a disciplined attitude begins to develop in the children. Through daily habituation, such as participating in flag ceremonies, studying orderly, and following small rules like tidying up their seats, children begin to understand that discipline is not just about following rules but also about personal responsibility. The researcher found that with consistent habituation, the disciplined attitude of the children at RA Al Amin Pesanggrahan Permai has become increasingly visible. They begin to understand that discipline is an important part of achieving their goals, both in the context of school and in everyday life. This study shows that the implementation of discipline character education at RA Al Amin Pesanggrahan Permai Petukangan Selatan Jakarta has been running well. The consistent habituation carried out by the teachers, supported fully by the parents, has helped shape a high level of discipline in early childhood. This, of course, has a positive impact on the development of their character in the future, which will continue to provide benefits throughout their lives.

D. Conclusion

Based on the research conducted, it can be concluded that the implementation of discipline character education for early childhood at RA Al Amin Pesanggrahan Permai Petukangan Selatan is running well and has a positive impact on the children's character development. The character discipline development at this school is carried out through various activities that involve daily habituation, role modeling by the teachers, and close collaboration between the school and parents. Through activities such as the Umrah simulation, children are taught to follow rules and act in an orderly manner, which indirectly shapes their disciplined behavior. The strategies applied, such as

routine, spontaneous habituation, and role modeling, have successfully shaped the children's mindset regarding the importance of discipline, not only in the school environment but also at home and in the community. The teachers at RA Al Amin not only serve as academic instructors but also as examples in everyday life, teaching discipline through their own actions. The collaboration between the school and parents is a key factor in ensuring that character discipline education can continue in a sustainable and consistent manner.

The application of clear rules at RA Al Amin also contributes significantly to the process of shaping the children's disciplined character. By giving children responsibility for themselves and their surroundings, they begin to understand that discipline is not just a rule to follow but an important part of achieving goals and becoming better individuals. The implementation of discipline character education at RA Al Amin Pesanggrahan Permai has successfully created an environment that supports the development of discipline character in early childhood. It is hoped that this will have a long-term impact on the quality of education and personal development of the children, as well as equip them with values that will benefit their future.

E. References

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