

Application of Student Discipline Movement (GDS) as School Culture for Strengthening School Students' Characters in Junior High School 19 Bandung

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Abstract. This research is motivated by researchers' interest in the cultural program of the 19th Bandung Middle School, namely GDS (Student Discipline Movement). The factor that caused the birth of the GDS was due to the school's concern for the lack of attention of students in the prevailing discipline in the school. So that the school creates a school culture in the form of activities that empower students with the hope that students can train character education especially in discipline in carrying out school rules. Therefore, this research was conducted with the aim to find out several things including the first driving factors for the birth of GDS, secondly the description of GDS activities, the three efforts of the school in facing the discipline characteristics of students, the four impacts of GDS on the discipline character of students in carrying out the order. This study uses a qualitative approach with descriptive methods of data collection carried out through study documentation, observation and interviews. Based on the results of the study, it was found that the driving factor for the birth of GDS activities in 19th Public High School in Bandung was due to the restlessness of the surrounding community towards the behavior of students. Meanwhile, GDS has become an institutionalized activity in upholding school discipline in SMP Negeri 19 Bandung. The efforts of the school in dealing with the disciplinary characteristics of students at 19 Bandung Junior High School by involving students through GDS activities to discipline students so that they can adhere to school discipline. The impact of the GDS can reduce student violations even though they have not been effective due to the lack of support from the school.

Keywords: *School Culture, Character Formation.*

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A. INTRODUCTION

Today education faces many challenges in the effort to shape character. Therefore the government is actively talking about the importance of character building. The Ministry of Education and Culture in the 2015/2016 academic year developed a new program for Indonesian education, namely the Character Development Program (PBP), this program aims to shape. Based on the program issued by the Ministry of National Education (in Annisa 2016, pp. 8) that: 'In the preparation of the RPP, the teacher must include character values that can be developed in the learning process'. In line with this idea that in the 2013 revised curriculum 2018 education character values

must be implemented in every learning material. Of the 18 student character values contained in the revised 2013 curriculum 2018, the author will take one aspect of character values, namely Discipline. According to Hurlock (in Rohmah, 2016, pp. 20), Discipline is a direction to train and shape someone to do something that is better agreed by the group. Discipline is closely related to order or norms that exist in social life. With discipline, one can obey the prevailing rules and regulations so that a conducive life and behavior can be created in accordance with what is expected by many people.

The way of forming students' discipline in each school is different, each school has its

own characteristics / characteristics in developing students' discipline. Therefore, these characteristics must still refer to character education. According to (Yuriko 2017, pp. 4) that "Character education is a system of planting character values to students including the components of knowledge, awareness or willingness, and actions to implement something that can change one's individual for the better". However, according to Komaruddin Hidayat (in Andriani, 2010 pp. 2) "Without a good school culture it will be difficult to do character education for our students". In the context of school development, Saphier and King (in Rahayu, 2016, pp. 15) define: Sekolah school culture as a set of beliefs, values, norms and practices that are held firmly by members of the school community, procedures and everything that the school does. ' This set of beliefs, values, norms and practices carried out by Bandung 19 Public Middle School is the Student Discipline Movement (GDS) program. GDS is an organization of students who helps schools to discipline students in the school scope who are responsible for recording and reporting violations that are not in accordance with school discipline. This can be seen from the fact that there are still many students who behave deviant, from mild ones to severe irregularities.

Kurnia and Qomaruzzaman (2012, pp. 2) revealed that "Character education has now become the orientation of all educational institutions not only the presence of character subjects, but also needs to be supported by schools that have a character culture". The character formation of students needs to be supported by the regulations in their schools so that the character of the students is in accordance with the expectations of the school. This is in line with that expressed by Mandala (in Purnamasari 2012, pp. 33) that:

'School rules and regulations are operational to regulate the behavior or attitudes of students, in the rules of school discipline the things that are required, recommended and should not be done in the association in the school environment '. So that the aim of character education at Bandung 19th Public Middle School is in accordance with the National Education System Law (UUSPN) Number 20 of 2003, Mustoip said that "Education in Indonesia is in line with National Education goals, has an orientation to produce a wider (knowledgeable) generation through the optimization of every potential student and shapes human character and has faith, noble character, physical health and spiritual, independent, creative, democratic and responsible answers answer".

So if the school has a good school culture modality, it will give birth to good students in accordance with national education goals. Based on the explanation above, the researcher was interested in reviewing GDS activities at Bandung 19 Public Middle School by taking a problem statement: First, what were the driving factors for the birth of GDS at 19th Public School Bandung. Second, what is the description of GDS activities at Bandung 19 Public Middle School. The third is how the school attempts to deal with the discipline characteristics of students at Bandung 19th Public Middle School. Fourth, what is the impact of GDS on the character of the discipline of students in carrying out the order in 19th Public High School Bandung.

B. METHODS

In answering the focus of the problem in this study, a qualitative approach was used with descriptive methods. Sugiyono (2013, pp. 14) describes qualitative research as a naturalistic research method because its research is carried out in natural conditions.

In line with this, Arikunto (2007, pp. 234) states "that descriptive research is research that is intended to gather information about the status of a symptom that exists, namely the state of symptoms according to what they were when the study was conducted". The reason the researchers used a qualitative approach was because the object of the study in this study departed from field observations and interviews conducted by previous researchers at the research site until finally the researchers found the focus of the research problem, namely the Application of GDS as a school culture to strengthen the character of students in implementing school discipline. So that the study in this study is natural and what is the sign there is a setting and manipulation of the situation. In addition, descriptive is used as an appropriate way to describe systematically, in detail, and deeply about the focus of research problems.

The location where the research was conducted was Bandung 19 Public Middle School, located on Sadang Luhur XI Street, Sekeloa Village, Coblong District, Bandung City. This location was chosen because SMP 19 is a school that applies GDS activities. In this study, the number of participants was described as follows:

Table 1. Number of Participants

Participant	Name Participant	Total
Headmaster	Drs. Yayan Iryana	1
Coach GDS	Yohanes Suwarno	1
Member GDS	a. Nabila Lana F b. Maulidini K c. Nabila .K d. Muhammad Rizki .S e. Enggel Padila	5

Alumni GDS	a. Enola b. Zakaria Rama .N	2
Total		9

Data collection techniques carried out in this study include:

1. Interviews, conducted in depth (in-depth interviews) to students as research subjects. And also researchers use structured techniques to get information from school principals, student deputies, and students.
2. Observation, carried out by participatory techniques where researchers are directly involved in GDS activities. In addition, researchers conducted observations frankly or disguised, namely done to reveal data about the process of forming character of students.
3. Documentation studies, carried out through analysis of a number of documents such as GDS activities at SMP Negeri 19 Bandung, by collecting documents relating to research that can support research data.

Data analysis techniques and data validity:

1. Data Analysis Techniques

According to Meleong (2011, pp. 247) the process of data analysis begins with examining all available data from various sources, namely interviews, observations, personal documents, official documents, pictures, photographs and so on.

a. Data reduction

At this stage, the data found will be reduced then categorized and summarized. As well as being given meaning that is related to fostering interest in reading IPS in the implementation of GLS, making it easier for researchers to find other sources.

b. Data Display

The results of the study are described according to the questions in the

formulation of the problem. Data presentation is done in the form of descriptions of descriptive texts, tables, and charts.

c. Conclusion Drawing

Drawing conclusions is done to find meaning, meaning, explanation that is done on data - data that has gone through the process of data validity. The next step the researcher reports the results of the research in the form of text based on the description of the informant's data.

2. Data Validity

Validity tests are carried out so that a study can be scientifically accountable. Validity used is: Triangulation technique, which is searching for truth based on different sources. Referential Adequacy, ie data obtained with support in the form of references such as research journals, official websites, and relevant books. Member check is done to check with participants to test the validity of the data.

C. RESULTS AND DISCUSSION

1. The driving factor for the birth of the GDS program at Bandung 19 Public Middle School.

Whereas the violations that occurred in SMP Negeri 19 Bandung formed the background of the GDS program. The occurrence of violations in students of SMP Negeri 19 Bandung indicates that they do not comply with applicable regulations in the school so that many students do various violations. In fact, the regulation is very important to minimize the violations that might occur to students in SMP Negeri 19 Bandung. For example, schools make regulations to equip their students to carry out the required behavior and not conduct behavior that is prohibited when they are in the school environment.

Besides that, in line with the opinion of Trisnawati (2013, pp. 398) argues that:

"The importance of school regulations is made in educating a sense of discipline that plays a role in influencing, encouraging, controlling, changing, fostering and shaping student behavior in accordance with the values that are instilled".

Based on this opinion, the occurrence of violations committed by students of SMP Negeri 19 Bandung occurred due to a lack of discipline and a lack of compliance with school regulations so as to exclude any regulations that were applied in SMP Negeri 19 Bandung, even though school regulations were very important for improving student behavior as people who are looking for knowledge and the younger generation who will become part of the country.

2. An overview of the GDS program at SMP Negeri 19 Bandung

GDS is a vehicle that accommodates students to develop school scouting activities in disciplining students within the scope of the school who are responsible for recording and reporting violations that are not in accordance with school discipline. Form of GDS activities:

- Maintain school gates.
- Getting around the school.
- Walk around the area near the outside of school.
- Record violations of students.
- Keep an eye on his classmates
- Report violations of students.

Based on the description above, good habits must be trained early, including in the school environment. Habitualization in Bandung State Middle School 19 was formed in a program of recording student violations

on a regular basis, so that schools could see the development of the habit. The program developed by SMP Negeri 19 Bandung is a discipline program for students so that if from junior high school students are trained to be disciplined then the character will be carried to adulthood. That GDS is one of the cultures applied at SMP Negeri 19 Bandung to familiarize students with doing good in all aspects. In line with Nasution's opinion (2009, pp. 65) suggests:

"Because some of the time students are big enough to be in school and separate from family life. In this situation patterns of behavior can develop which characterize students as seen from clothing, language, habits and ceremonies. Another reason for the emergence of school culture is because the typical school assignment is to educate students by conveying knowledge, attitudes, skills that are in accordance with the curriculum with certain control methods and techniques that are enforced at school. "

In connection with the above opinion, that the school becomes the second place for the formation of character of students, for example in SMP Negeri 19 Bandung which holds a GDS program can help establish good habits for students.

The more developed this program is expected to be able to change the discipline of discipline of students. Susanto (2017, pp. 21) suggests that

"Habituation of the value of disciplines related to education aims to form a disciplined human being, who can be a member of a happy, free-free society, regardless of any restrictions that are irrelevant to his nature as a human being, regardless of any ties inhibits the

implementation of a just and prosperous society. "

And also supported by the documentation study above that habituation of the value of discipline is important to be applied to students so that they can become a just and prosperous society. So if students have instilled a habit that aims to be a just and prosperous society, he will start from the character of discipline from an early age.

3. The efforts of the school in facing the disciplinary character of students in SMP Negeri 19 Bandung

That Bandung State Middle School 19 is a school that promotes character education, so the formation of students' character especially discipline must continue to be trained to make it even better. The efforts of the school in facing the disciplinary character of students in SMP Negeri 19 Bandung is to make students become good individuals.

Discipline is a basic social intelligence therefore students must have that attitude from an early age because as expressed by Wareham and Carnegie (in Nuryana 2018, p.1) that: 'Social intelligence makes a big contribution to supporting one's success, because where there are aspects that determine someone to achieve success'.

So from that soft skills are considered important for achieving one's success, if students have applied disciplinary attitudes early on, Hartoyo said (2010, pp. 22) that "Elementary schools in Sakura are recorded in the habit of being disciplined and immoral behavior has been inculcated since students started attending school". If someone has applied a disciplined attitude, he will be able to apply the skills of social intelligence that must be possessed by someone in the future, for example, responsibility and leadership.

Similar to the efforts of the SMP Negeri 19 Bandung school in making the character of students good, with the GDS program as one of the efforts in disciplining students, especially in the junior high school environment, where a student begins to make habituation-habituation to shape his identity influenced by the environment.

4. The impact of GDS on the character of the discipline of students in carrying out the order in SMP Negeri 19 Bandung

That the impact of GDS on the disciplinary character of students in implementing the order in SMP Negeri 19 Bandung is to prevent violations that are often carried out by students.

In addition, based on the National Education System Law (UUSPN) Number 20 of 2003 in (Rahayu, 2016, pp. 50), namely: "National education aims to develop and shape a dignified nation's character and civilization in order to educate the life of the nation, aiming at developing potential students to become believers and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".

To realize these goals not only can be applied in the teaching and learning process and not only limited to aspects of knowledge (cognitive) and skills (psychomotor), but also includes aspects of morals (affective) and responsible in accordance with the goals of GDS. Explanation of the objectives of character education is in line with the objectives of social studies education, namely to foster students to become good citizens, who have knowledge, skills and social care that are useful for themselves and for society and for the country. This is supported by

Adha's statement (2018, pp.41) explaining that

"The citizen project is challenging enough for students to be actively involved in government and community organizations, discuss various problems at school and in the surrounding community and obtain the intellectual resources needed for democratic and responsible citizenship".

Thus looking at the quote that the school has several solutions to give birth to superior students so that they have the spirit of nationalism.

So that GDS is not only an activity that only disciplines students in the school environment but the school expects that GDS will produce someone who has personality or character, so that later generations of people will not only have the ability to have good knowledge, but have generations which develops with good moral character.

D. CONCLUSION

Based on the results of the study, conclusions relating to the formulation of the problem can be formulated as follows:

First, The reasons behind the driving factors for the birth of the GDS program in Bandung 19 Public Junior High School were caused by several factors in the presence of severe violations committed by students, namely reports from local residents who said that Bandung State Middle School students had committed social irregularities that were not reasonable for junior high school students. This is because the social environment among students is not so good that the influence is carried over into the school environment. But if in general the GDS program was formed because of the

large number of students who did not obey the rules of school discipline.

Second, GDS is a vehicle that accommodates students to develop school scouting activities in disciplining students in the scope of the school as an effort to character education, which is responsible for recording and reporting violations that are not in accordance with school discipline. There are 6 activities in the GDS program, namely (1) Maintaining the school gates (2) Getting around the school (3) Getting around the area near the outside of the school (4) Recording violations of students (5) Monitoring the classmates (6) Reporting violations of participants student. GDS itself is a means to train the discipline character of GDS members, because they are unwittingly must be professional and totality in carrying out these activities.

Third, That GDS is one of the school's efforts to discipline students so that students can adhere to school rules. Since GDS has been formed, gross violations of students from time to time are diminishing, but minor violations of the cycle from day to day tend to remain due to the lack of strict warning from the school.

Fourth, The impact of GDS has been sufficient to minimize students' minor violations even though the sanctions given are still overcome which are dominated by GDS members the school is less cooperative to impose more severe sanctions. So this program will be more effective if collaboration in handling these violations between GDS members and the school is further strengthened. With the GDS school expecting the habituation of the character of students, SMP Negeri 19 Bandung in accordance with the National Education System Law (UUSPN) Number 20 of 2003.

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