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Institution of Discipline and Responsibility Values in Students Through Learning Activities as an Effort to Form Citizenship Character

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Abstract

This study aims to describe the instillation of discipline and responsibility values in children through learning activities as an effort to form citizenship character from an early age at Adz-Dzikro Kindergarten. This study uses a qualitative approach with a descriptive research type. Data collection was carried out through observation, interviews, and documentation to obtain a comprehensive picture of the learning process and character building implemented in the school. The data obtained were analyzed through the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that the instillation of discipline values is carried out through habituation of routine activities, such as following class rules, lining up orderly, and adhering to the learning schedule. Meanwhile, the value of responsibility is instilled through giving simple tasks appropriate to the child's development, such as tidying up toys, completing learning activities, and working together in groups. Children showed a tendency to respond positively to these habits, although there were differences in responses between individuals that require ongoing teacher guidance. The conclusion of the study shows that learning activities integrated with the habituation of discipline and responsibility values play an important role in building the foundation of citizenship character in early childhood. Theoretically, these findings reinforce the concept of experience-based character education, while practically, they provide implications for teachers in developing learning that emphasizes consistent character value instillation from an early age.

Keywords: discipline, responsibility, learning, civic character, early childhood.

1. INTRODUCTION

Education plays a strategic role in shaping the quality of human resources, not only academically superior but also strong in character and civic values. Improving the quality of human resources in a country requires an awareness of the importance of prioritizing education as a mandatory requirement (Halean et al., 2021). In the context of national education, schools are seen as the primary vehicle for instilling moral, social, and national values in students. School culture is believed to

play a role in producing the best performance in each individual, work group, or school unit. Therefore, schools, as an institution, need to build positive synergistic relationships among school members to improve the quality of the school (Sobri et al., 2019). This aligns with the national education goals, Article 3 of Law Number 20 of 2003 on the National Education System, namely: The development of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative,

independent, and become democratic and responsible citizens. Therefore, character education is an integral part of the entire educational process in schools (Irianto et al., 2022; Wahid & Herlambang, 2022; Yunansah et al., 2022).

Discipline is a crucial character value instilled in children from an early age. Discipline is an attitude of obedience to formal and informal rules. In school life, discipline is reflected in students' commitment to learning, adherence to rules, punctuality, and consistency in fulfilling their obligations as students. The value of discipline not only impacts a student's orderliness in the learning process but also serves as the foundation for developing a law-abiding citizenry that respects the rules in society, the nation, and the state. Discipline is a character education that can become a habit that influences academic achievement (Musbikin, 2021).

In addition to discipline, the value of responsibility is also an essential character trait that every student must possess. Responsibility relates to an individual's awareness of carrying out their duties and obligations and their readiness to accept the consequences of every action. In the context of learning, student responsibility can be seen through active participation in the learning process, commitment to completing assignments, and the ability to cooperate and behave positively in group activities. Instilling the value of responsibility from school is expected to shape students into individuals who are independent, possess integrity, and care about their social environment (Hendriyani et al., 2022).

However, evidence from the field suggests that instilling the values of discipline and responsibility in students still faces various challenges. Students who lack a sense of responsibility often fail to complete assignments on time and fail to comply with school rules. This situation not only impacts the quality of learning but also has the potential to hinder the development of desired civic character. Therefore, systematic and sustained efforts are needed to effectively instill these values.

Learning activities play a crucial role as a medium for instilling the values of discipline and responsibility. Learning is not only

interpreted as a process of transferring knowledge, but also as a process of internalizing values and cultivating attitudes. Through sound lesson planning, appropriate learning strategies, and teacher role models in being disciplined and responsible, character values can be instilled contextually and meaningfully in students. Learning activities such as group discussions, project assignments, problem-based learning, and learning reflection can be effective tools for training students to be responsible for their tasks and disciplined throughout the learning process. (Munastiwi, 2018) argues that character education for early childhood has a higher significance than moral education because it is not only concerned with issues of right and wrong, but also how to instill habits of good behavior in life so that children develop an awareness and commitment to applying virtue in their daily lives.

Teachers, as the main actors in learning activities, have a strategic role in shaping students' character. Teachers function not only as instructors but also as educators and role models for students. (Hasbullah et al., 2019) state that teachers are not only transmitters of material but also primary role models in attitudes and actions. Teachers' discipline in time management, consistency in implementing classroom rules, and fairness in assessment will serve as concrete examples for students to emulate. Therefore, integrating the instillation of discipline and responsibility into every learning activity is a crucial step in building a conducive and character-building classroom climate.

Instilling the values of discipline and responsibility through learning activities ultimately leads to the formation of students' civic character. Civic character encompasses attitudes, values, and behaviors that reflect their identity as good citizens, such as obeying rules, being responsible, having a sense of community, and actively participating in social life. Schools, as a model of society, play a crucial role in preparing students to fulfill their roles as citizens with character, both within the school environment and in the wider community.

Based on this description, this study deems it crucial to examine the instillation of discipline and responsibility in students through learning activities as an effort to build civic

character. This study is expected to provide a comprehensive overview of how these values are instilled in the learning process and their contribution to student character development. The results of this study are expected to serve

2. METHOD

This study used a qualitative approach with a descriptive approach. Qualitative research is a humanistic research model, where humans are positioned as the primary subjects in a social event (Safarudin et al., 2023). This research method was chosen to describe the instilling of discipline and responsibility values in early childhood at Adz-Dzikro Kindergarten through learning activities as an effort to develop civic character. This approach was chosen to gain a deep understanding of learning practices and character building that occur naturally in the school environment. This approach allows researchers to explore phenomena contextually and holistically, reflecting the real-life situations experienced by the research subjects (Yin, 2018).

Data collection was conducted through observation, interviews, and documentation. Observations were used to observe children's learning activities and behaviors that reflect discipline and responsibility in daily classroom activities. Interviews were conducted with class teachers to obtain information regarding strategies and policies for instilling character values.

The research data sources consisted of primary and secondary data. Primary data is data obtained directly from the research subjects using measuring instruments or data collection tools directly from the subjects as the source of the information sought. Secondary data is data obtained through third parties, not directly from the research subjects (Noviati et al., 2019). Primary data was obtained from observations and interviews with teachers and students at Adz-Dzikro Kindergarten, while secondary data came from school documents and literature related to early childhood character education. The data type used was qualitative data in the form of behavioral descriptions, informant statements, and observational notes.

Data analysis is a series of processes that combine the obtained data and confirm it

as considerations for educators and educational stakeholders in developing learning strategies that are oriented not only toward academic achievement but also toward strengthening students' civic character.

with relevant theoretical foundations to produce scientific conclusions (Jogiyanto Hartono, 2018). In this study, data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing. The collected data was selected and simplified, then presented narratively, to further draw conclusions regarding the instillation of discipline and responsibility through learning activities at Adz-Dzikro Kindergarten.

3. RESULT & DISCUSSIONS

Result

a. Instilling Discipline Values Through Learning Activities

Observations indicate that the instillation of discipline values at Adz-Dzikro Kindergarten is implemented through habituation in daily learning activities. Children are accustomed to arriving on time, lining up before entering class, and following agreed-upon classroom rules. Throughout the learning activities, teachers consistently direct children to follow the flow of activities, such as sitting neatly during the opening activities, listening to the teacher's instructions, and waiting their turn when speaking. Disciplined behavior is also evident when children follow the daily activity schedule, from the opening, main activities, to the closing.

Furthermore, interviews with teachers indicate that discipline is implemented through role models and positive reinforcement. Teachers provide examples of disciplined behavior, such as starting lessons on time and adhering to classroom rules. Children who demonstrate discipline are rewarded with verbal praise, thus encouraging others to emulate this behavior.

b. Instilling Responsibility Values in Learning

These findings indicate that the value of responsibility is instilled in children through giving them simple, age-appropriate tasks. Based on observations, children are accustomed to tidying up toys after use, returning learning

materials to their proper places, and completing activities assigned by the teacher. During group activities, children are seen anticipating their respective roles and completing tasks collaboratively.

Interviews in this study revealed that the instilling of responsibility is carried out gradually and repeatedly. Teachers provide guidance to children who are not yet able to complete tasks independently and provide reinforcement when children demonstrate responsible behavior. This habituation is carried out consistently in every learning activity.

c. Student Responses to the Instillation of Discipline and Responsibility

Based on observations during learning activities, students at Adz-Dzikro Kindergarten showed diverse responses to the instillation of discipline and responsibility. Most children have become accustomed to following classroom rules, such as lining up neatly before entering class, sitting neatly when activities begin, and following the teacher's instructions throughout the lesson. The children's positive responses are also evident in their willingness to accept the responsibilities given by the teacher. Children are beginning to tidy up toys after use, return learning materials to their proper places, and complete activities to completion. In group activities, children appeared to strive to cooperate with their peers and complete tasks according to their respective roles, although they required guidance from the teacher.

However, observations also showed that all children responded similarly; some still required repeated guidance to comply with rules and fulfill their responsibilities. Children with active and easily distracted personalities tended to require more intensive guidance from teachers. In these situations, teachers provided individual and patient guidance to ensure children felt comfortable and motivated to participate in learning activities.

Interviews with teachers revealed that children's responses to the practice of discipline and responsibility were influenced by consistent practices both at school and at home. Children accustomed to similar practices within their families tended to adapt more quickly to school rules. On the other hand, children who were not accustomed to these practices required more

time and a longer process to develop a sense of discipline and responsibility.

Overall, these findings indicate that the instilling of discipline and responsibility through learning activities at Adz-Dzikro Kindergarten has a positive impact on children's behavior. Although the process of instilling these values requires time and consistency, the increasingly active responses of children demonstrate that learning activities can be an effective means of fostering a foundation of discipline and responsibility from an early age.

Discussion

The results of this study indicate that the instilling of discipline in children at Adz-Dzikro Kindergarten is done through habituation integrated into daily learning activities. These habits, such as lining up before entering class, following activity rules, and adhering to the daily schedule, reflect that discipline in early childhood is built through a repetitive and consistent process. This finding aligns with (Ayni et al., 2022), who state that the habituation method is a learning method that accustoms students to positive (good) behaviors, which will be reflected in their daily lives. Habituation involves children doing something repeatedly until they truly understand it. They truly understand it and it can be ingrained in their hearts. Through organized learning, children learn to understand behavioral boundaries and the consequences of their actions.

The instilling of the value of responsibility in children at Adz-Dzikro Kindergarten is evident through the habituation of simple tasks tailored to the child's developmental stage, such as tidying up toys, completing learning activities, and working together in groups. This process demonstrates that responsibility in early childhood develops when children are given the opportunity to actively participate in activities and are trusted to complete their tasks. The habituation method aims to provide children with the facilities to perform optimally in their daily lives, both at school and within the family and community (Anggraeni et al., 2021). Thus, learning activities

serve as an important social learning tool for character development.

Children's positive responses to the habituation of discipline and responsibility demonstrate that contextually designed learning can support the internalization of character values. Children who begin to habituate to following rules and carrying out simple obligations demonstrate the process of internalization of values, namely the shift from teacher-directed behavior to self-awareness. The teacher's role is not only to convey information to students, but also to create a conducive learning environment where all students can engage in a relaxed and cheerful atmosphere, in a positive mood, without worry, and with courage and openness to conversation (Lestari & Mahrus, 2025).

However, the variation in children's responses indicates that the process of instilling the values of discipline and responsibility does not occur instantly. Children with active and easily distracted characters require more intensive guidance. This suggests that differences in individual characteristics influence the success of value development. Furthermore, the role of professional teachers is essential in this situation. (Yestiani & Zahwa, 2020) state that teachers have many roles in the learning process, not just teaching. (Permatasari et al., 2025) identify seven important roles of teachers: as a learning resource, facilitator, manager, demonstrator, guide, motivator, and evaluator. Therefore, consistent habits between the school and family environments are crucial for the successful instillation of character values.

In the context of civic character development, instilling the values of discipline and responsibility from an early age is an important foundation for developing attitudes as good citizens. Discipline and responsibility are fundamental civic values related to compliance with rules, awareness of rights and obligations, and the ability to participate positively in social life. Learning at Adz-Dzikro Kindergarten demonstrates that civic values can be introduced through simple activities appropriate to children's lives. Civics education is not merely about memorization, but rather about implementing it in students' daily lives, through actions based on the values of Pancasila (Humaeroh & Dewi, 2021).

Based on this discussion, it is clear that learning activities at Adz-Dzikro Kindergarten not only play a role in developing children's cognitive aspects but also serve as a strategic medium for instilling the values of discipline and responsibility as part of civic character formation. The integration of character values into learning, conducted consistently and contextually, is key to successfully building a foundation for children's character from an early age.

4. CONCLUSION

This research demonstrates that instilling the values of discipline and responsibility in children at Adz-Dzikro Kindergarten can be effectively implemented through learning activities designed around habituation, consistency, and teacher role models. The values of discipline and responsibility are not formed instantly, but rather develop through a repetitive process integrated into daily learning activities. Routine activities such as following class rules, adhering to schedules, completing simple tasks, and maintaining a tidy learning environment are the primary means of building children's awareness of rules and obligations from an early age. These findings confirm that learning in early childhood education plays a strategic role in shaping the foundation of children's civic character.

Conceptually, the results of this research contribute to the development of educational science, particularly in the study of character education and civic education in early childhood. The findings reinforce the view that civic values, such as discipline and responsibility, can be instilled through concrete and contextual learning experiences. Thus, civic education should not be understood solely as conceptual learning but can be internalized through learning practices appropriate to the child's world.

Theoretically, the conclusions of this research support character education theory, which emphasizes the importance of habituation and direct experience in the process of internalizing values. The values of discipline and responsibility have been proven to be more effectively instilled through children's active involvement in learning activities than through a purely instructional approach. This

theoretically implies that experiential learning needs to be continuously developed as the primary approach in early childhood character education.

Practically, the results of this study provide implications for teachers and early childhood education units to design learning that is not solely oriented toward cognitive development but also consciously integrates character building into every learning activity. Teachers are expected to consistently implement the habit of instilling the values of discipline and responsibility and to collaborate with parents so that the process of character formation in children continues between the school and family environments. Thus, early childhood education can play an optimal role in preparing a generation with a strong foundation of civic character.

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