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IMPLEMENTATION OF SCHOOL DISCIPLINE CULTURE THROUGH DAILY APPLES AND PLS PROGRAMS IN SHAPING THE CHARACTER OF SDN SAWOJAJAR 6 STUDENTS

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Abstract

This study aimed to describe the implementation of a school discipline culture through daily assemblies and the School Environment Officer Program (Petugas Lingkungan Sekolah/PLS) in shaping students' disciplinary character at SDN Sawojajar 6 Malang. The study employed a descriptive qualitative approach involving 336 students, 4 students serving as PLS officers, and 2 teachers. Data were collected through observations, interviews, and documentation. Observations were conducted using an instrument consisting of seven discipline indicators: punctuality, compliance with school rules, proper use of school attributes, orderly behavior during assemblies, responsibility in following school regulations, consistency of disciplined behavior during classroom learning, and habituation of discipline in daily school activities. Data were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation. The findings revealed that the discipline culture was consistently implemented through morning and afternoon assemblies, adherence to school regulations, proper use of school uniforms and attributes, and the habituation of disciplined behavior during learning activities and daily school routines. Observation results showed that the achievement level of discipline indicators ranged from 71.1% to 89.9%, with the highest achievement found in students' orderly behavior during assemblies and the lowest in compliance with wearing complete school attributes. In addition, the PLS program strengthened the discipline culture by actively involving students in maintaining school order and encouraging their peers to follow school regulations. The findings suggest that the development of students' disciplinary character is more effective when supported by continuous habituation, a consistent school culture, and active student participation. Therefore, the implementation of a school discipline culture contributes positively to the development of disciplinary character among elementary school students.

Keywords: Discipline Culture; Character Building, Daily Assembly; Elementary School Students.

1. Introduction

Discipline is one of the important character values that need to be instilled from an early age in students, especially at the elementary school level (Astari et al., 2026). Discipline character plays a role in shaping student behavior to be able to obey rules, be responsible for tasks, respect time, and have awareness in carrying out obligations as students. According to Imron (2023), discipline is a condition created through a series of processes that show an obedient and orderly attitude to applicable regulations. In line with that, (Akyuna dkk, 2025) states that discipline has an important role in shaping student behavior, increasing responsibility, and supporting the success of learning and character development of students. Therefore, the cultivation of disciplined character needs to be carried out continuously from elementary school age because at this stage students are in the process of forming habits and character that will affect their behavior in the future (Bekti & Hidayati, 2024).

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The formation of discipline character in elementary schools is not only carried out through learning activities in the classroom, but also through school culture that is applied consistently in daily life. School culture is a system of values, norms, habits, and traditions that guide the behavior of all school residents. Through school culture, students can learn to understand and apply character values in real life through various habituation activities that are carried out continuously. (Hidalgo dkk., 2026) Explained that disciplined character education can be built through clear rules, continuous habituation, example, and the involvement of all school residents in creating an environment that supports the formation of student character.

One form of implementing a culture of discipline in schools is through daily apple activities and the School Environmental Officer Program (PLS) (Nurkhakiki & Nopasari, 2025). Daily apple activities are a means of habituating time discipline, obedience to discipline, responsibility, and instilling the value of nationalism in students. Meanwhile, (Fariza & Herdiana, 2024) stated that the PLS program directly involves students in maintaining order, security, and discipline in the school environment. The active involvement of students in the program allows them to gain real experience in applying the values of discipline and responsibility so that the process of internalizing character can take place more effectively.

The successful implementation of a discipline culture is inseparable from the role of teachers and all school residents. Teachers play the role of teachers, supervisors, and role models in instilling disciplined behavior in students. Research by Saputra et al. (2024) shows that teacher exemplarism has a significant influence on the formation of students' disciplinary character because students tend to imitate the behavior exemplified in daily life (Mulyadi, 2022) . In addition, the support of various school programs that provide opportunities for students to practice discipline values directly is also an important factor in character building.

Various previous studies have examined the formation of discipline character through school culture. Research (Hafizha et al., 2024) highlighting the importance of habituation and example in shaping the disciplined character of elementary school students. Research by Uge et al. (2022) shows that the character of discipline can be instilled through habituation that is carried out consistently in the school environment. Meanwhile, Saputra et al. (2024) emphasized that teacher exemplarity is an important factor in shaping the discipline character of students.

However, these studies generally still focus on school culture in general, character habituation, and the role of teachers in the formation of student discipline. Research that specifically examines the implementation of discipline culture through the integration of daily apple activities and the PLS Program in shaping the character of elementary school students is still limited. In addition, the involvement of students as implementers of a culture of discipline through their role as PLS officers has not been explored in depth. In fact, the direct involvement of students in maintaining school order has the potential to strengthen the internalization of the values of discipline, responsibility, leadership, and social concern. This research gap is the basis for the need for further research on the implementation of discipline culture through daily apple activities and the PLS Program.

Based on the results of initial observations at SDN Sawojajar 6 Malang, the school has implemented a culture of discipline through daily apple activities and the PLS Program as an effort to shape student character. In its implementation, students are accustomed to attending

on time, following the apple in an orderly manner, complying with school rules, and participating in maintaining order in the school environment through the PLS Program. The program is interesting to study because it involves students directly in the practice of discipline so that it allows the process of character learning to occur through real experience.

This research focuses on the implementation of school discipline culture through daily apple activities and the PLS Program in shaping the character of students at SDN Sawojajar 6 Malang. The focus of the research is directed to examine the implementation of the program, the values of the discipline character that are formed, and the factors that support and hinder its implementation. Thus, this research is expected to make an empirical contribution to the model of character formation of school culture-based disciplines involving the active participation of students.

Based on this description, the formulation of the problems in this study is: (1) how to implement the culture of school discipline through daily apple activities and the PLS Program at SDN Sawojajar 6 Malang; (2) what disciplinary character values are formed through these activities; and (3) what are the supporting and inhibiting factors in the implementation of discipline culture through daily apples and the PLS Program. The purpose of this study is to describe the implementation of school discipline culture through daily apple activities and the PLS Program, identify the values of discipline character formed in students, and analyze the supporting and inhibiting factors in its implementation at SDN Sawojajar 6 Malang.

2. Method

Contains the type of research, time and place of research, targets / targets, research subjects, procedures, instruments and data analysis techniques and other things related to the way of research that can be written in sub-subchapters, with sub-subheadings.

This study uses a descriptive qualitative approach that aims to describe in depth the implementation of school discipline culture through daily apple activities and the School Environmental Officer Program (PLS) in shaping the character of student discipline. The qualitative approach was chosen because it is able to provide a comprehensive understanding of the phenomena that occur naturally in the school environment, so that it can describe the program implementation process and its impact on the formation of students' character in a complete and in-depth manner.

The research was carried out at SDN Sawojajar 6 Malang with a research population of 336 students. Although all students are in the research population, in-depth data collection is carried out through purposive sampling techniques. The research informants consisted of two teachers involved in the implementation and development of the school discipline culture and four students who were selected as informants in each data collection period. Interviews with students are conducted periodically once every month for three consecutive months to obtain an overview of the development of students' discipline character as a result of the implementation of daily apple activities and the PLS Program. In addition, the research also involved PLS officers who are students who are given the responsibility to help maintain security, order, and discipline in the school environment.

Data collection techniques are carried out through observation, interviews, and documentation. Observation was used to directly observe the implementation of daily apples, PLS officer activities, and student discipline behavior in daily school life. In-depth interviews

were conducted with two teachers, selected students, and PLS officers to obtain information about the implementation of the program, the roles of each party, the obstacles faced, and the impact of the program on the formation of student discipline character. Interviews with students were conducted every month for three months to allow researchers to obtain more in-depth data on changes in disciplinary behavior that occurred over time. Meanwhile, documentation is used as supporting data which includes photos of activities, daily apple schedules, school rules, PLS activity reports, and various other documents relevant to the focus of the research.

To obtain systematic observation data, the researcher used an instrument to observe student discipline behavior which was compiled based on seven discipline indicators observed during school activities. These indicators include punctuality, adherence to discipline, use of school attributes, regularity during apples, responsibility for school rules, consistency of discipline behavior in learning, and habituation of discipline in daily activities. The following discipline indicators used for this study are: 1) Punctuality of participating in school activities 2) Compliance with school rules 3) Obedience to use school attributes in full 4) Behavioral regularity when following morning and afternoon apples 5) Students' responsibility in implementing school rules 6) Consistency of discipline behavior during learning activities in grade 7) Habituation of disciplined behavior in daily school activities

Each discipline indicator is assessed using an assessment scale that refers to the level of achievement of students' disciplined behavior. The percentage of results obtained is then interpreted based on criteria adapted from Arikunto (2010), as listed below:

Table 2.1 Results Interpretation Criteria

Percentage Range	Category	Remarks
81% – 100%	Excellent	Discipline culture is very well internalized
61% – 80%	Good	A well-internalized culture of discipline
41% – 60%	Enough	The culture of discipline is quite internalized
21% – 40%	Less	A Culture of Discipline Is Less Internalized
0% – 20%	Very Less	Culture of discipline has not been internalized

To ensure the validity of the data, this study uses source triangulation techniques and triangulation techniques. Source triangulation was carried out by comparing information obtained from teachers, students, and PLS officers regarding the implementation of school discipline culture. Teachers provide information related to planning, implementation, and evaluation of programs, students provide direct experience regarding the application of discipline in school life, while PLS officers provide information related to the implementation of duties and their roles in maintaining order in the school environment.

The triangulation technique is carried out by comparing the data from interviews, observations, and documentation to ensure the suitability between the information obtained and the real conditions in the field. Through the triangulation process, the data obtained becomes more valid, objective, and credible so that it is able to provide an accurate picture of the implementation of school discipline culture through daily apple activities and the PLS Program in shaping the character of student discipline at SDN Sawojajar 6 Malang. Observation data was analyzed using the technique of percentage achievement of discipline indicators. The percentage of achievement is calculated based on the number of students who obtained a score of ≥ 3 on each indicator compared to the number of all students observed. The formula used is as follows:

The percentage of achievement of each indicator is calculated using the following formula:

$$P = \frac{\text{Jumlah siswa dengan skor} \geq 3}{\text{Total seluruh siswa } (N = 336)} \times 100\%$$

Figure 2.1 Indicator Achievement Formula

Description:
P = Percentage of indicator achievement (%)
Score ≥ 3 = Number of students who scored 3 or 4 on the indicator
N = Total all students

3. Results and Discussion

3.1 Results

Based on the observations that have been made, there are results with the subject of this study being all students of SDN Sawojajar 6, the researcher made observations by referring to several discipline indicators, namely: 1) The punctuality of students in participating in school activities. 2) Student compliance with school rules. 3) Obedience to use the school's attributes completely. 4) Regularity of student behavior when following morning apples and home apples. 5) Students' responsibilities in implementing school rules. 6) Consistency of student discipline behavior during classroom learning activities. 7) Habituation of disciplined behavior in daily school activities.

Based on the results of observations of 336 students of SDN Sawojajar 6, most of the students showed disciplined behavior on indicators of punctuality, adherence to discipline, use of school attributes, and regularity during apple activities. The results of the observation recapitulation showed that the achievement rate of discipline indicators was in the range of 71%–90%, which shows that the discipline culture has been well internalized although there are still some students who are not consistent in implementing all discipline indicators.

Table 3.1 Results of Achievement of Discipline Indicators

No	Discipline Indicators	Score 1 (n)	Score 2 (n)	Score 3 (n)	Score 4 (n)	Score ≥3 (N)	Percentage-rate (%)
1	Punctuality of following school activities	18	26	74	218	292	86,9%
2	Compliance with school discipline	26	38	68	204	272	81,0%
3	Obedience using school attributes	39	58	60	179	239	71,1%
4	Regularity of behavior during morning and home apples	14	20	80	222	302	89,9%
5	Responsibility for implementing school rules	27	41	72	196	268	79,8%
6	Consistency of disciplined behavior during classroom learning	34	52	65	185	250	74,4%
7	Habituation of discipline in daily activities	24	36	69	207	276	82,1%

Remarks: Percentage = (Number of students with a score of ≥ 3 / Total students) × 100%. Total students = 336. A score of ≥ 3 is set as the limit for the achievement of discipline indicators.

Based on Table 3, all indicators of student discipline are in the good to very good category. The indicator with the highest percentage was found in the regularity of student behavior when participating in the morning apple and the apple home at 89.9%, while the indicator with the lowest percentage was found in obedience using the school's attributes completely at 71.1%. Overall, the results of the observations show that the culture of discipline at SDN Sawojajar 6 has been well internalized in students through various habituation activities implemented by the school.

Interviews for PLS activities in maintaining student discipline and order were also carried out with the subjects of 4 PLS students. This research was conducted to find out the attitude of student discipline in the discipline order in carrying out all school activities. The researcher took 4 samples of students and 2 teachers to be interviewed. All samples were given several questions that had been prepared to be answered and used as research results. The results of this research from observation and interview data can be found out whether the students used as samples have good disciplinary characteristics or not.

The results of interviews conducted with teachers show that the attitude of discipline in students in carrying out school activities with discipline is very good. Students have arrived on time, use school attributes in accordance with the provisions that have been set, students wear uniforms in accordance with the provisions and students are orderly in carrying out morning and afternoon apples before they go home from school. However, there are still some students who have not been able to carry out a disciplined attitude, such as sometimes students joke with their friends when carrying apples, and do not wear mandatory school attributes such as garbage bags and school identity pins.

The data analysis in this study uses the Miles and Huberman model which includes data reduction, data presentation (data display), and conclusion drawing (Miles et al., 2014). At the data reduction stage, the researcher grouped the results of observations, interviews, and documentation into several main themes, namely punctuality, compliance with school rules, use of school attributes, regularity of behavior during apples, students' responsibilities in carrying out school rules, consistency of discipline behavior during learning, and the role of the School Environmental Officer Program (PLS) in supporting the culture of discipline. Furthermore, the data that has been reduced is presented in the form of thematic descriptions and compared between data sources through triangulation to obtain a complete picture of the implementation of discipline culture at SDN Sawojajar 6.

The results of the observation show that the culture of discipline at SDN Sawojajar 6 has been systematically implemented through morning apple and homecoming apple activities which are carried out every school day. Based on the observation results of 336 students, the achievement rate of discipline indicators is in the range of 71%–90%, which shows that most students have been able to apply disciplined behavior in various school activities. Apple activities are an effective means of habituation to instill punctuality, behavioral order, and obedience to the teacher's directions. Most of the students attended before the apple started, lined up according to their respective classes, and followed the entire series of activities in an orderly manner. The results of interviews with teachers also show that daily apples have become a school strategy in building the regularity of student behavior through habituation that is carried out consistently. These findings are in line with the research of Nadiroh et al. (2021) who stated that the formation of discipline character in elementary school students can be carried out through habituation strategies that are implemented in a sustainable manner so that the value of discipline develops into part of students' habits.

3.2 Discussion

Based on the results of data reduction on the indicators of compliance with school rules, it was found that most students have shown high compliance with school rules, especially in the complete use of school attributes. The observation results showed that students generally used uniforms, hats, ties, belts, identity pins, and other supporting attributes according to school regulations. Despite this, it was still found that about five students on some occasions had not used the attributes completely. Based on the results of interviews with teachers, this condition is generally caused by negligence or forgetting to bring certain attributes from home, not due to a form of rejection of school rules. These findings show that the discipline culture implemented by schools has succeeded in shaping students' awareness to comply with applicable discipline. The results of this study support the findings of Setiawan and Darmiyanti (2023) who stated that compliance with school rules is an important indicator in the formation of student discipline character because it is able to build awareness of the importance of rules in daily life.

An important finding in this study is the active involvement of students through the School Environmental Officer Program (PLS). Based on the results of interviews with four students who served as PLS officers during three data collection periods, it is known that students not only play a role as objects of character formation, but also as implementers of a culture of discipline in the school environment. PLS officers are tasked with helping to maintain order in the school environment, remind friends who have not complied with the rules, and be

role models in the application of daily discipline. The results of the interviews showed that direct involvement in the program encouraged students to be more responsible for their own behavior as well as for the order of the school environment in general. These findings are an empirical contribution that distinguishes this study from previous research that emphasized more on the role of teachers in shaping disciplinary character. This research shows that the active participation of students as implementers of school culture is able to strengthen the process of internalizing disciplinary values through real experience. These findings are in line with the theory of character education put forward by Lickona (2013) that character will develop more effectively when students are given the opportunity to practice the values learned in daily life.

The results of observations and interviews also show that the culture of discipline built through daily apples and the PLS Program is not only seen in activities outside the classroom, but also reflected in learning activities. After participating in the apple, students enter the class in an orderly manner, prepare study materials independently, and follow the learning rules that have been set. The teacher said that most students no longer need continuous direction to maintain order during learning. The documentation obtained also shows that there are class rules installed as a form of strengthening the culture of discipline. Based on the data presentation and verification stages in the Miles and Huberman model, it was found that there was a match between observation, interviews, and documentation results that showed that disciplined behavior had become part of school culture. These findings support the research of Fauzi et al. (2022) who explain that school culture that is consistently applied is able to form positive behavior patterns that then develop into student characters.

Based on the overall data analysis process, this study found that the formation of discipline character at SDN Sawojajar 6 took place through the integration of three main components, namely habituation through daily apples, reinforcement through school discipline, and active participation of students through the PLS Program. The three components interact with each other in forming a school environment that is conducive to the development of student discipline character. The results of the triangulation of sources between teachers and students show that there is a consistency of data regarding the successful implementation of discipline culture that has become a habit in schools. These findings expand on the research results of Marini et al. (2021) and Rachmadtullah et al. (2022) which emphasized the importance of school culture in character education. This study shows that the effectiveness of discipline culture is not only influenced by the existence of rules and teacher examples, but also by the active involvement of students as implementers of discipline culture through the PLS Program. Thus, this study provides an empirical contribution in the form of a model of discipline character formation based on school culture that integrates routine habituation and active participation of students in maintaining the order of the school environment.

4. Conclusion

Based on the results of the research, it can be concluded that the culture of discipline at SDN Sawojajar 6 is formed through the interaction between routine habituation, the application of school discipline, and the active involvement of students in school life. The findings of the study show that student discipline does not only arise because of the rules that

must be obeyed, but also because of the habituation process that is carried out continuously through daily apples and the strengthening of discipline values in various school activities. This condition shows that the formation of discipline character will be more effective when disciplinary values are consistently presented in the school culture, not just as a form of control or sanction.

One of the important findings in this study is the role of the School Environmental Officer Program (PLS) which provides space for students to be directly involved in maintaining school order. This involvement shows that students not only play a role as objects of character education, but also as subjects who contribute to the process of forming a discipline culture. These findings indicate that student active participation can be a factor that strengthens the internalization of disciplinary values as students gain real experience in implementing and supervising the implementation of rules in the school environment.

The implication of this research is the need for schools to develop character education models that are not only oriented towards adherence to the rules, but also on giving responsibility and opportunities to students to participate in creating a positive school culture. Thus, discipline is not only understood as an obligation that must be carried out, but as an awareness that grows from within the student. However, the discovery of some students who have not been consistent in implementing all discipline indicators shows that the process of internalizing discipline values requires continuous strengthening and involves cooperation between schools, students, and families. Further research can further examine the influence of student involvement in school programs on character formation as well as explore other factors that affect the sustainability of discipline culture in the elementary school environment.

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