

Formation of Disciplinary Character Based on School Culture for Students' Work Readiness

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Abstract

Character education can be implemented in the world of education through the school culture adopted. Therefore, this study aims to determine the role of school culture in shaping students' disciplinary character as preparation for entering the world of work. This research uses a qualitative approach with a case study type. The data collection technique used the interview method. There are research subjects including the Head of Student Affairs, Guardian Teachers, parents, and students who are determined based on the limitations of the research problem. The results concluded that: (1) SMK PGRI 3 Malang has a school culture as an effort to shape students' disciplinary character through programs, policies, behavior monitoring and evaluation of the achievement of students' disciplinary character building with the aim of preparing students to enter the world of work, (2) the role in shaping disciplinary character is carried out by all school residents and parents, (3) there are supporting factors in the form of teachers and employees becoming role models, support from guardian teachers who collaborate with parents, clear rules, extracurricular activities and available facilities and (4) there are inhibiting factors, namely student awareness, the environment outside the school and social media.

Keywords: discipline character; discipline school; work readiness; student SMK

1. Introduction

Disciplinary character is an important aspect that must be instilled in students. For vocational school students, disciplined character is an important foundation for preparation for entering the world of work. This is supported by Afifin's (2022) research which shows that the formation of disciplined character can help students at SMK Negeri 8 Malang to adapt to the work environment. Apart from that, according to Salam & Anggraini (2018), discipline applied by students can also be a tool for developing self-control in the students themselves. A disciplined attitude can also play a role in students' learning success (Mulyawati, 2019). The formation of disciplined character is in line with student development tasks, namely the foundation of ethical behavior. This developmental task requires students to be able to recognize the diversity of sources of norms that apply in society, appreciate the diversity of sources of norms as a reference for decision-making, and behave on the basis of decisions that consider ethical aspects.

In accordance with developmental tasks, vocational school students should already have a disciplined character. In adolescence, students are able to show a disciplined attitude, including a sense of awareness and willingness to comply with the rules and norms adopted (Harita 2022). This is inversely proportional to conditions in the field which show the phenomenon of disciplinary behavior among students. According to Bashar., et al (2021), lack of discipline or indiscipline behavior is a global challenge faced by educational institutions

throughout the world. Based on the results of Putri's research (2018), it shows that the level of disciplinary behavior of State Middle School students in Tempeh District is in the high category, namely 58.2%. Other research shows that the level of discipline in class XI students at SMK TI Cimahi is 55%, which is classified as less disciplined. According to Muhtarom and Cahyani (2023), forms of student undisciplined behavior include skipping school, arriving late, not submitting assignments, using inappropriate attributes, violating school rules, and other deviant behavior. In line with this research, Nawantara (2019) revealed that there are still many students who miss school, submit assignments not on time, attributes are not used completely, and there are many other problems regarding low student discipline. The negative impact of not having a disciplined character is not participating in learning, often making noise and having difficulty doing exams and assignments (Najib & Achadiyah 2012).

Based on the problems above, it is known that student disciplinary behavior is still a big challenge in the world of education. Seeing this phenomenon, systematic and sustainable efforts are needed to shape the character of discipline. Disciplinary character is not only defined as obedience to rules, but also has a broader meaning, namely the ability to control oneself, manage time, and complete tasks with full responsibility (Tulus Tu'u, 2004). According to (Samani & Hariyanto, 2017) character is interpreted as a unique way of thinking and behaving for each individual to live cooperatively, both within the family, community, nation, and state. Discipline is a form of analysis of conditions applied with processes and action activities based on norms of order, obedience, and mutual understanding. So, it can be concluded that the character of discipline is a way of thinking and behaving that is unique to each individual which is in accordance with the basic norms of order, obedience, and mutual understanding.

Student discipline can be improved by providing coaching for students. By improving student coaching, students will be more disciplined (Fufindo, 2013). Student discipline can also be formed through character education because character education is a medium for training someone to act in accordance with applicable rules and norms (Saneba, Katuuk, Rotty, & Lengkong, 2021). Schools as educational institutions have an important role in instilling discipline in students (Chan F., 2019). One effort that can be implemented is to build a school culture based on discipline.

Regarding how to improve disciplinary character, SMK PGRI 3 Malang has a school motto and culture to shape students' disciplinary character. SMK PGRI 3 Malang has the motto success by discipline. This motto is applied to all existing educational sections in order to achieve corporate class at SMK PGRI 3 Malang so that it can produce many graduates who enter the industrial world. This research aims to determine and describe the formation of school culture-based discipline character for the work readiness of students at SMK PGRI 3 Malang which is divided into four research focuses, namely (1) the type of school culture at SMK PGRI 3 Malang in forming discipline character for students' work readiness, (2)) the role of the school community at SMK PGRI 3 Malang in forming disciplinary character, (3) supporting factors in forming disciplinary character, and (4) inhibiting factors in forming disciplinary character.

2. Method

The method in this research is to use descriptive qualitative research. The type of qualitative research used is a case study to gain an in-depth understanding and insight into an individual, group, or situation. The subjects in this research were the head of student affairs, guardian teachers, parents, and students through purposive sampling. The reason for choosing this subject was so that we could obtain data regarding school culture, the role of the school community, supporting factors, and inhibiting factors in the formation of students' disciplinary

character. The data collection techniques used were interviews and documentation. According to Creswell (1989) forms of data analysis in case study research include; (1) category collection; (2) direct interpretation; (3) researchers form patterns and look for similarities between two or more categories; and (4) researchers develop generalizations of data results. In this study, data examination used method triangulation and inter-researcher triangulation. Method triangulation was carried out by conducting interviews with different informants. Meanwhile, inter-researcher triangulation was carried out simultaneously with the research group to collect and analyze the data obtained.

3. Results and Discussion

3.1 Result

School Culture

The results of the data found by researchers show that students' disciplined character can be formed through school culture, including the values that are the school's reference, supporting programs, policies that apply at school, monitoring student behavior and evaluating student discipline.

Based on the results of the interview, it is known that SMK PGRI 3 Malang has the motto "Success by Discipline". This motto is the main value that is the basis of school culture in forming students' disciplined character. The main aim of forming students' disciplined character is to accustom students to discipline so that they are successful in college and the world of work after graduation. Meanwhile, the specific aim of forming disciplined character in students is to prepare students to enter the world of work.

To support improving students' disciplinary character, SMK PGRI 3 Malang has several programs including School Love Activities (KCS) which are aimed at introducing school culture-based disciplinary character to new students. Before implementing KCS, there was a Pre KCS program to introduce discipline to parents. The purpose of involving parents in the KCS program is to work together with the school in forming students' disciplined character. The implementation of KCS every new school term is always carried out in a different location. Apart from that, there is a Mental Development program for class 11 before doing Field Work Practices (PKL). This program is a collaborative program with the authorities to prepare students mentally before carrying out PKL. This Mental Development Program further trains students' mental and discipline in implementing PKL. Another program that is owned is patrol activities carried out by the OSIS to monitor student behavior during break times. The OSIS will report information regarding student disciplinary behavior to the OSIS supervisor for follow-up action. There are also special programs owned by special departments, namely electrical and machining. This special program is related to student discipline training regarding meal and prayer times. There are access cards for group meal times and attendance for students who have prayed. These programs are the main programs and programs that support the formation of students' disciplined character to prepare them to enter the world of work.

In forming students' disciplinary character, SMK PGRI 3 Malang also has policies that support the formation of its students' disciplinary character. The policy that best supports the formation of students' disciplinary character at SMK PGRI 3 Malang is the Rule Book for SMK PGRI 3 Malang in Article 13 which contains the rules for school termination. Students are declared to have violated article 13 if they are found to be carrying cellphones containing pornographic content, smoking at school and outside school, damaging school facilities and fighting. The rule book also contains the rules that apply at SMK PGRI 3 Malang. Apart from that, there is a policy for students to walk on the green lane, arrive at school 10 minutes before class

at 07.20, must wear uniforms in accordance with the provisions, all students cannot wear accessories except female students wear earrings, haircuts 2-1-0 mm for male students and long hair must be tied for female students. Existing policies need to be implemented consistently and used by students. This policy is in accordance with regulations in the industrial world so that students can get used to it so they are not surprised when they enter the industrial world. This school policy makes schools a miniature industry.

The policies at SMK PGRI 3 Malang must be implemented by all students. If the policy is not implemented, students will receive sanctions according to applicable regulations. The sanctions that apply include filling out the case book and violation form and then inputting it into the school application, calling parents, counseling with guardians and guidance and counseling teachers and conducting disciplinary outreach. Call parents if students violate school rules 3 times. With sanctions, it is hoped that students will reduce disciplinary behavior. The sanctions applied to SMK PGRI 3 Malang are educational and involve parents so that students can improve their disciplinary character.

School culture in forming students' disciplinary character needs to be monitored in order to know the development of students' disciplinary behavior. Monitoring of students at school is carried out by collecting data on the names of students who commit violations by the student guardian and guidance counselor. The history data of students who commit violations can be seen by the company so that it is known what violations the student has committed. Apart from that, there is monitoring through patrols carried out by the OSIS. Meanwhile, monitoring for PKL students is carried out with visits from BKI (Industrial Cooperation Division). PKL students in the Malang area will receive visits twice a month. PKL students in the Malang area will receive visits once a month. Apart from monitoring, evaluation is also needed which can be seen from the number of students who commit violations on the school application and the Customer Satisfaction Questionnaire (KPS) filled out by parents and students.

The Role of Student Affairs

The student body plays a role in accepting new students with all the characteristics they bring. This is a crucial first step because the student body must understand the background and characteristics of each student. After accepting new students, the student body plays an active role in shaping their character so that it conforms to the values espoused by SMK PGRI 3 Malang, especially disciplined character through the School Love Activities (KCS) program. The student body is also responsible for controlling student behavior at school and ensuring that the disciplinary values that have been taught are implemented well. Apart from that, the student body involves the Intra-School Student Organization (OSIS) in carrying out school patrols. The OSIS acts as a supervisory agent that helps identify and report behavior that is not in accordance with school rules. This collaboration between student affairs and the OSIS helps create a more disciplined and orderly school environment. After carrying out monitoring, the Student Affairs department also routinely evaluates the development of students' disciplinary character through several methods. One of them is by carrying out Customer Satisfaction (KPS) evaluations aimed at students and guardians. This evaluation aims to obtain feedback regarding the effectiveness of the program that has been implemented by students. Apart from that, the evaluation is also reviewed from the number of students who committed violations and based on reports from the guardian teacher's counseling results.

The Role of the Guardian Teacher

Based on the results of interviews, guardian teachers play a role in providing support and controlling students through various means. First, the guardian teacher carries out individual counseling for students who lack disciplinary character and/or violate school rules. After carrying out individual counseling, the guardian teacher also plays a role in evaluating the progress of the student's disciplinary character. Second, the guardian teacher carries out classical coaching in the classroom by providing motivation and always reminding the importance of discipline in achieving academic success and as preparation for entering the world of work. Third, the guardian teacher collaborates with the student's parents to monitor and support the development of student discipline at home by ensuring that the disciplinary actions implemented at school are also supported in the home environment. Fourth, the guardian teacher also collaborates with the Industrial Job Exchange (BKI) to control student discipline during Field Work Practices (PKL) and ensure that students comply with the disciplinary rules and standards set by the PKL place.

The role of parents

Based on the results of interviews with parents, three main roles were identified that they played in helping to develop disciplined character in children. First, parents instill discipline from an early age by implementing clear and consistent rules and routines at home. Second, parents provide motivation and support for children to always obey school rules. Third, parents support children to be involved in all school programs and activities aimed at forming disciplined character.

Student Roles

Based on the results of the interview, it is known that the main role of students in forming a disciplined character is to develop self-awareness to obey school regulations. Through this self-awareness, students also participate in school activities that are useful for forming disciplined character, such as taking part in afternoon roll call activities, congregational prayers, and other activities.

Supporting factors

The interview results show that the implementation of disciplinary character formation in schools is strongly supported by human resources, especially teachers and employees who have disciplined habits in carrying out their duties. Apart from that, facilities such as green lanes, organized entrances, and OCS applications make an important contribution in creating an orderly and controlled learning environment. Financial assistance from the government is also a crucial factor in improving school facilities, ensuring that the learning environment can support the process of forming students' disciplined character. Although students may be surprised at first by the rules in place, the school is confident that students will get used to it over time. This shows the school's commitment to creating an environment conducive to the overall development of student character and discipline.

Obstacle factor

Based on the results of interviews with students, there are no significant internal obstacles in the process of forming students' disciplinary character at school. However, according to the head of student affairs, there are several external obstacles that need to be overcome. One of them is that the environment around the school is not supportive, because the

school is located in the middle of the village. This can affect the condition of a calm and orderly learning environment. Apart from that, several parents were also identified as an inhibiting factor due to their lack of cooperation in enforcing their children's discipline at school. Another problem faced is students who are undergoing Field Work Practices (PKL), which makes it difficult for schools to monitor and supervise their discipline directly. However, student affairs stated that the school consistently reminded and provided information to students to always comply with school regulations. Guardian teachers are also active in monitoring student progress, both in the school environment and outside of school. This effort aims to minimize the impact of these external obstacles and maintain students' disciplined spirit at all times. Apart from that, interviews with parents and teachers also found that another inhibiting factor was social media. This can increase students' desire to simply follow the lifestyle of students at other schools that is contrary to the school culture.

3.2 Discussion

The school culture at SMK PGRI 3 Malang emphasizes the importance of students' disciplined character through the motto "Success by Discipline". The school's culture aims to ensure that students have disciplined habits to produce students in line with the needs of the industrial world. Several programs support the formation of disciplined character, including: (1) Pre KCS as a program to introduce disciplinary culture for parents and KCS as an introduction to disciplinary culture for students. Parental involvement Ramadhona's (2020) research shows that parents can influence student discipline. This means that when parents work together to help discipline students at school, students will have a disciplined character; (2) Mental development for PKL students to train their mentality and discipline before carrying out PKL. This program is in line with research by Oise-Owusu, et al (2013, p.499) which shows that there is a need for training before internships for students' practical preparation and to provide awareness to supervisors to further motivate students; (3) Patrols carried out by the OSIS; and (4) Special programs owned by the electrical and machining department.

Policies that support the formation of students' disciplined character in preparing to enter the world of work include: 1) the PGRI 3 Malang Vocational School Regulation Book in Article 13 which contains school termination rules and 2) school rules for students to walk on the green lane, arriving at school 10 minutes before learning, 2-1-0 mm haircut for male students and long hair must be tied for female students. This policy is mandatory and consistently implemented while being a student at SMK PGRI 3 Malang. This is in line with the findings of research conducted by Maisyarohet et al., (2022) which states that through habituation activities in schools they can shape students' disciplined character. If students do not implement existing policies, they will receive appropriate sanctions that apply. Fadilah and Nasirudin (2021) explained that to shape students' disciplinary character, this can be done by giving sanctions in the form of giving warnings in stages, giving spontaneous warnings and written warning letters in the rule book. Student affairs also carry out monitoring and evaluation to see deficiencies that hinder the formation of students' disciplinary character. Based on the results of this evaluation, efforts were made to improve the character of discipline.

Building a positive school culture cannot be separated from the role of the entire school community. This is in line with the opinion of (Norianda et al., 2021) which states that all school components play an important role in implementing school culture to shape students' personalities. Based on the results of interviews, it is known that all components of the SMK PGRI 3 Malang community have strong unity in forming students' disciplinary character based on school culture. One party that plays an important role in forming disciplined character is

student affairs. Research findings show that student affairs plays a role as a party that accepts new students as well as forms the students' disciplined character through orientation activities. This is in accordance with the opinion of Santriati (2019) who stated that student affairs is tasked with managing the admission of new students, school orientation activities, and fostering student discipline. Through this role, student affairs not only facilitates the integration of new students into the school community, but also plays a role in forming the foundation of a strong disciplinary character from the start of the school year. Thus, student-led activities have a significant impact in shaping students' attitudes and disciplinary behavior, which is sustainable throughout their educational journey at school.

Other research findings reveal that student affairs plays a role in monitoring students' disciplinary character and ensuring that the disciplinary values that have been taught are implemented well. According to Naufal et al., (2024) student discipline monitoring activities are a crucial step to ensure that students can obey the rules and avoid prohibited actions. If there is no proper supervision, the formation of disciplined character will become uncontrollable and have the potential to cause deviations that can hinder the achievement of the goals that have been set. As a follow-up step to monitoring, student affairs are also responsible for conducting evaluations aimed at evaluating the success of the discipline character building program. Student Affairs regularly evaluates the development of students' disciplinary character, including through Customer Satisfaction (KPS) evaluations aimed at students and their parents. This evaluation includes measuring the number of violations committed by students as well as reviewing counseling results reports from guardian teachers. Thus, the critical role of student affairs in monitoring and evaluating students' disciplinary character not only supports compliance with school rules, but also assists in systematic development to ensure success in achieving predetermined educational goals.

Among the various parties involved, guardian teachers have a central role in shaping students' disciplinary character. This is because guardian teachers have more intense and personal interactions with students compared to other parties. Research findings show that guardian teachers play a role in providing guidance to students who violate school rules by carrying out individual counseling. This is in line with research by Asman et al., (2022) which revealed that teachers act as counselors who help provide solutions to students who have difficulty implementing school regulations. The second research finding shows that guardian teachers act as motivators who always remind students of the importance of discipline in achieving academic success and as preparation for entering the world of work. In agreement with this, Sulha & Gani (2017) revealed that teachers as motivators have a crucial role in forming students' disciplined character, which can be done by providing motivation before and after the learning process, as well as providing positive support to maintain and improve student discipline. Apart from that, based on research findings, it is known that guardian teachers collaborate with parents and the Industrial Job Exchange (BKI) to control student discipline. In general, the role that guardian teachers have played is in accordance with research by Harita et al., (2022) which states that teachers play the role of educators, instructors, mentors, trainers and evaluation implementers in forming students' disciplinary character. Through these various approaches, guardian teachers not only support but also supervise and shape students' overall disciplinary character. This comprehensive and collaborative approach shows that discipline can be improved through continuous and systematic support from the entire school community, with guardian teachers as the spearhead.

The successful formation of disciplined character is not only the responsibility of teachers at school, but also the responsibility of parents at home as an informal educational institution.

Furthermore, according to Novrinda (in Elvira et al., 2019) stated that the role of parents in the family is as caregivers, mentors and educators for children. The role of parents as educators is very important and must be implemented from an early age. Before children enter the world of formal education, parents have an obligation to introduce good and positive things to their children. Based on research findings, parents play a role in instilling discipline from an early age. According to Mulyana (in Pramana & Trihantoyo, 2021) implementing character education from an early age is very appropriate because when good characters are instilled in individuals from childhood, these characters tend to be carried over into adulthood. Furthermore, Djunaidi & Sarimawati (2019) revealed that discipline can be developed and fostered through training, education, or familiarization with certain role models. This process ideally starts early, both in the family environment and in childhood, and continues to develop to form increasingly strong discipline. Therefore, the habituation and formation of discipline from an early age by parents is very important to form strong discipline in the future.

Other research findings show that parents play a role in providing motivation in the form of advice to children so they are able to apply discipline both at home and at school. Furthermore, parents also play a role in supporting children to actively participate in school activities which aim to form disciplined character. This support includes taking children to extracurricular activities and other activities that teach values such as responsibility, cooperation and discipline. Thus, the role of parents as motivators and supporters in forming children's disciplinary character not only influences current disciplinary behavior, but also helps instill values that will guide children in their lives as responsible and disciplined individuals in the future.

As the main target for building disciplined character, students certainly have an important role to play. Based on research findings, it is known that the main role of students in forming disciplinary character is to raise awareness to follow the rules. Students at SMK PGRI 3 Malang are expected to understand the importance of school rules and internalize the disciplinary values contained therein. With strong awareness, students become more skilled in controlling their behavior and are better able to maintain discipline both inside and outside the school environment. This is supported by the results of research by Puteri et al., (2023) which shows that self-awareness can influence student discipline. By having a deeper understanding of themselves, students are better able to recognize and manage their behavior, including in disciplinary contexts. This confirms that self-awareness is not only the key to holistic personal development, but also contributes significantly to the formation of a strong disciplinary character in students.

Forming a disciplined character in students is an inseparable collaboration between the school and the environment outside the school (Djoh et al., 2022). This is confirmed through interview results which show that discipline has become a culture at school so that it is embedded in students' habits. This support factor is realized through the role of teachers, employees, guardians, parents, clear rules, extracurricular activities and adequate school facilities.

Exemplary character refers to the behavior or attitudes shown by teachers and other parties involved in education as models of good behavior as role models for students (Palunga & Marzuki, 2017). Agreeing with this statement, the interview results show that teachers and employees are the main role models for students in disciplined behavior. The supportive role of guardian teachers who actively communicate with parents strengthens the formation of children's disciplinary character. Clear and firm school rules, as well as fair sanctions, provide the basis for students to understand the consequences of their actions. Extracurricular activities

and adequate school facilities provide space for students to develop disciplined character through positive and productive activities.

Even though the formation of disciplined character has become a culture in schools, the process is not free from various obstacles. These inhibiting factors arise from internal and external students. On the internal side, student awareness is a crucial factor. Lack of awareness of the importance of discipline can hinder the process of character formation. According to the interview results, this obstacle can be caused by various factors, such as lack of motivation and lack of understanding of the consequences of undisciplined actions. This statement is supported by research conducted by Septirahmah et al., (2021) that motivation will influence the drive for disciplined behavior.

On the external side, inhibiting factors can be obtained from the environment outside the school. From the results of the interviews, it was found that the family environment, Field Work Practice (PKL) environment, society and peers were factors inhibiting the formation of children's disciplined character. Lack of support from family, undisciplined role models from Field Work Practices (PKL) or the community, and negative influences from peers can hinder the development of students' disciplined character. Apart from that, social media factors also need to be watched out for. Uncontrolled use of social media can trigger undisciplined behavior, such as influencing students to follow other school cultures which are contrary to the regulations of SMK PGRI 3 Malang. This is supported by research conducted by Kilasaduk et al., (2022), that modern developments influenced by technology can give rise to bad character for the current generation.

4. Conclusion

Based on the results and discussion above, it can be concluded that a culture of discipline has become a basic value instilled at SMK PGRI 3 Malang. This aims to instill a disciplined character in students who are prepared to enter the world of work. The school policies and rules that are implemented are a miniature form of the world of work. The school community has an important role in implementing the formation of disciplinary character at SMK PGRI 3 Malang. The role of student affairs is as a place to receive, shape, monitor and evaluate the implementation of activities. The role of the guardian teacher is to provide support and control students. The role of parents is to instill the character of discipline from an early age, provide motivation, and support school activities. Apart from that, the role of students as the main focus is to participate in school activities and foster awareness of discipline. There are several supporting factors in carrying out the formation of students' disciplinary character, including; (1) teachers and employees become role models, (2) support from guardian teachers who collaborate with parents, (3) clear rules, and (4) extracurriculars and available facilities. The implementation of disciplinary character formation at SMK PGRI 3 Malang is also not free from internal and external factors that hinder it. Inhibiting factors include: (1) student awareness, (2) the environment outside the school, and (3) social media.

Based on research findings, guidance and counseling teachers are advised to further facilitate the formation of disciplinary character through basic services and increase active involvement in monitoring and evaluating students' disciplinary development. In addition, it is recommended for future researchers to examine other factors that have the potential to contribute to the formation of students' disciplinary character.

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