

CHARACTER EDUCATION
**(Study on *Sukan Jaya* Activities for Strengthening Discipline
in Thamavitya Mulniti School Yala Southern Thailand)**



UNDERGRADUATE THESIS

**Presented to Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies
Purwokerto as Partial Fulfilment of the Requirement for Obtaining
the Scholar Degree of Education (S.Pd)**

By:

**IIS SUGIARTI
S.N.1323301080**

**STUDY PROGRAM OF ISLAMIC EDUCATION
FACULTY TARBIYA AND TEACHER TRAINING
STATE INSTITUTE ON ISLAMIC STUDIES
PURWOKERTO
2018**

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CHAPTER I

INTRODUCTION

A. Background of The Problem

The social cultural situation of our society was getting serious recently. There are various event that lower the human dignity. Destruction of moral values, injustices, less sense of solidarity, etc. Brooks and Goble indicates that crime and other forms of the irresponsible activities have pierced to various aspects in daily life and has become a process of reproduction social. Our society is under threat violence, vandalism, crime in the way, truancy, pregnancy without married, business fraud, corruption politicians, destruction home life, loss of respect each others, and profession ethic that have dashed.¹

According to the Western scholars, the decadences of moral value does not occur in youth community only. Decadence of moral situation is actually has become such a typical culture in the 20th century. Therefore, the West scholars warned that human brutality during this should trigger our curiosity about human nature of ourself.²

Besides, globalization also takes a part of moral decadence. As we know, the globalization is a phenomenon of life that implicates on the positive side, but the misusages of technology during globalization that done by few people will cause destruction in society such as moral decadence.

¹Doni Koesoema A, *Pendidikan Karakter: Strategi Mendidik Anak di Zaman Global*, (Jakarta: Grasindo, 2015), p. 117.

²Doni Koesoema A, *Pendidikan Karakter...*, p. 117.

So the issues to be important and should not be seen only with the eyes. Seeing how urgent the moral issues are there should have been an effort to handle it. Therefore, all levels of society, religious leaders, parents, and educators should take a part on struggling it.³

These case will not happen if each individual embedded moral values and positive character. Embodiment of moral and positive character will build a strong foundation of children, so they don't get easily into negative thing. This is the importance of education character which is expected to create individual who has a good attitude.

We need good character to be fully human. We need strengths of mind, heart, and will qualities like good judgement, honesty, empathy, caring, perseverance, and self discipline to be capable of love and work, two of the hallmarks of human maturity. As Aristotle pointed out, we can't be happy unless we're good. When we lie, cheat, steal, break our commitments, or have sex with whomever we desire, we create problems for ourselves and for others.⁴

Here the role of education will be crucial to transform the character of students. In the same manner as stated by Ki Hajar Dewantara, education become an effort to advance the manners, intellect, and physical children, nature harmonious and its society.⁵ One of approachs to embodiment values

³Moh. Roqib dan Nurfuadi, *Kepribadian Guru: Upaya Mengembangkan Kepribadian Guru yang Sehat di Masa Depan* (Purwokerto: STAIN Press, 2011), p. 2.

⁴Thomas Lickona, The Case for Character Education, *Tikkun Journal*, Vol. 12, No. 1, Jan/Feb 1997, p. 24.

⁵Azyumardi Azra, *Pendidikan Islam: Tradisi dan Modernisasi di Tengah Tantangan Milenium III* (Jakarta: Kencana Prenadamedia Group, 2014), p. 5.

and reasoning moral known as character education, which insists on good character development of students.

The presence of character education will help students in understanding the values of life, which will have implications to the attitudes, thoughts, feelings and actions of students.

Through implementation of integrated character education explicitly into school curricula, educators can help children to be good people and understand different people and culture, which in turn will cultivate cultural competency and global citizenship.⁶

Now, indiscipline attitude can often be found recently. For example, students come late to school, disobey regulation, disobey traffic signals, truancy, come late to work, and so on. It can be seen that our nation character is very fragile. We need to improve on the establishment of nation character to be a civilized nation.

Self-discipline of the student is not formed instantly, because discipline is the result of guidance and education which involves a number of supervisors by the use of a particular method and implemented within the place and any given period of time. Daryanto suggested, discipline as of an act that shows behavior orderly and submissively in a range of provisions and regulations.⁷

⁶Guang Lea and M. Lee Manning, *Character Education for Peace and the Well Being of All Mankind*, Article, Poxel Creative, 2013.

⁷Daryanto dan Aris, *Pengembangan Perangkat Pembelajaran* (Yogyakarta: Grava Media, 2014), p. 41.

Islam also teaches discipline through its doctrines, for example is worship in five times a day. Discipline is very important, because it will bear personality and identity someone positively. Someone who is discipline have a high work ethic, high responsibility and strong commitment of the truth, which will bring him as good quality human resource later.⁸ Indicators of discipline are accustom present on time, accustom obey the rules, using in accordance with the schedule.

If discipline values have implemented early as habits, it would be character that embodied in individuals. Embodiment character since early will support the realizing of generation who owned good manners.

Thomas Lickona said, practice of moral discipline is using the creation and enforcement of rules as opportunities to foster moral reasoning voluntary compliance with rules and respect for other.⁹

Based on the study of the introduction that had been conducted by writer in secondary Islamic school in Thamavitva Mulniti School Yala Southern Thailand, where the writer did the internship and community service program from State Institute on Islamic Studies Purwokerto, which is the student exchange program between Indonesia and Thailand. Writer knew that the school was trying to strengthen the character discipline toward

⁸Zubaedi, *Transformasi Nilai-Nilai Pendidikan Islam* (Yogyakarta: Pustaka Pelajar, 2008), p. 7.

⁹Thomas Lickona, *The Return of Character Education, Educational Leadership*, Article (Research Library, 1993), p.10.

their students. This is in accordance with one of the mission of the school i.e students have good discipline, morality and ethic.¹⁰

According to the interview result with Coordinator of *Sukan Jaya* activity and also as teacher, Miss. Rukoyah Ismail said that, one of the character building of discipline are through activities that unique and fun. One of activities is *Sukan Jaya*. *Sukan Jaya* is generally called as *Sukan Warna*. This activity is called as *Sukan Jaya* in Thamavitya Mulniti School Yala Southern Thailand. *Sukan* is the Malay language which means a “game” or “sport”. The form of their activities is the activities sports and creativity of islamic art on stage. The concept of the formation of his group namely by divides into several color. There are yellow, pink, red, green and blue. So that the compact, creativity and spirit discipline which includes discipline to obey the rules of the game, discipline time, discipline implement a race and discipline wearing uniforms developed through these activities.¹¹

Embodiment of students discipline at the event also requires hard work and maximum development, with the condition of students who have amount of about seven thousand students. Because Thamavitya Mulniti School is an secondary islamic school largest in Southern Thailand. Based on the background, the writer is interested in researching the process of strengthening discipline characters on *Sukan Jaya* activities at the school.

¹⁰ Documentations result of Thamavitya Mulniti School Yala Southern, taken on July 27th, 2016.

¹¹Interview result with one of teacher and as the Coordinator of *Sukan Jaya* Activities (Miss. Rukoyah Ismail) on Wednesday, 27th of July, 2016 at 08.30-09.00 a.m. in Teachers Office Thamavitya Mulniti School Yala Southern Thailand.

B. Definition of Terms

In this study, researcher defined operationally in order to avoid misunderstanding of term contained in the title was taken, the operational definition are as fellows.

1. Character Education

Character education is a struggle for every individual to involve his freedom in other relatives with others and its environment, which he was able to strengthen himself as personal unique and distinctive and having moral integrity that can be accounted for.¹²

In his book, Thomas Lickona said that, character education is an effort deliberate to help someone so that they could understand, see, and implemented the main of ethical values. Moreover he said character education is conscious effort to embody good, namely the quality of the man good objectively, not only good for individual only, but neither also to society as a whole.¹³

For strengthening the proses of character education in the school have been identificated amount 18 characters¹⁴, there are religious, honest, tollerance, discipline, corporate, creative, be autonomous, democratic, wonder, spirit of nationality, love the nation,

¹²Doni Koesoema A, *Pendidikan Karakter...*, p. 162.

¹³Thomas Lickona, *Character Matters; Persoalan Karakter, Bagaimana Membantu Anak Mengembangkan Penilaian yang Baik, Integritas dan Kebajikan yang Lainnya* (Jakarta: PT. BumiAksara, 2015), p. 6.

¹⁴Tutuk Ningsih, *Implementasi Pendidikan Karakter* (Purwokerto: STAIN Press, 2015), p. 65.

honour of the achievement, communicative, peace love, delight in reading, respect to environment, social respect, and responsibility.

So it can be concluded that character education is conscious effort with the purpose of forming individual by the quality of good moral.

2. Discipline

Value is quality of a thing which included liked, wanted, useful, and as a kind of object certain interest. Value is also something that gets the meaning in life, who gives in this life turning point, the content and the purpose.¹⁵

The correlation between education values with character education, M. Sastrapratedja stated that character education inevitably involving an education project value. In this process educator is having responsibility that students able to see ethical implications various changes in people who begin of technological progress and science, able to develop values in him, capable of taking decision based on understanding straight about those values are (value clarification).¹⁶

One of values that is found in character education is the value of discipline. Value discipline is a behavior that show adherence to provisions and regulations.

¹⁵Doni Koesoema A, *Pendidikan Karakter: Strategi...*, p. 198-199.

¹⁶Doni Koesoema A, *Pendidikan Karakter: Strategi...*, p. 199.

Novan Ardy divided discipline into three aspects as follows the discipline good governance, obedience and field of study. Novan Ardy also mentioned discipline is how we train of thought and character a child gradually to ensure that children could be a man who has self control and finally sociable and accepted by the community.¹⁷

3. *Sukan Jaya* Activities

Sukan is Malay language which means a game or sport. The activities is the form of a range of sports activities. The concept of the formation of the group is by classifying into several colors, so this activity is common known called as *Sukan Warna*, but in Thamavitya Mulniti School is called as *Sukan Jaya*.

Sukan Warna activities carried out in almost schools in Thailand. In Thai, it is called “*Kila Sii*”. The game was not among the class but among color. Specifically, in the region of Southern Thailand that majority education institutions based islamic, not just the match a sport which is played the game but creativity of islamic culture also, as speech, drama, news presenting, an nasyid, and poetry reading. The activities of *Sukan Jaya* is annual activity in every school especially after final test.¹⁸

¹⁷Novan Ardy, *Manajemen Kelas: Teori dan Aplikasi untuk Menciptakan Kelas yang Kondusif* (Yogyakarta: Ar Ruzz Media, 2013), p. 159.

¹⁸Interview result with one of teacher and as the Coordinator of *Sukan Jaya* Activities (Drs. Rukoyah Ismail) on Wednesday, 27th of July, 2016 at 08.30-09.00 a.m. in Teachers Office Thamavitya Mulniti School Yala Southern Thailand.

C. Problem Statement

Based the description in the background above, the researcher proposed the following issue: How does *Sukan Jaya* activities for strengthening discipline character in Thamavitya Mulniti School Yala Southern Thailand?

D. Objective and Significance of the Research

1. Objective of the Research

The aim of this research is to describe and analyze the process of strengthening character discipline of student on *Sukan Jaya* activities in Thamavitya Mulniti School Yala Southern Thailand.

2. Significance of the Research

The study which the researcher does hopefully can be useful for the researcher, and for the readers or the parties which concerned. It can be broken down into the benefit of theoretical and practical benefits such as follows.

a. Theoretical Benefit

This study is expected to enrichment scientific about the character education on *Sukan Jaya* activities for strengthening discipline in Thamavitya Mulniti School Yala Southern Thailand. So that it can be aware of the importance of character education for learners, in order they have good moral attitude.

b. Practical Benefit

- 1) For the researcher, this study can give purpose in deep about strengthening discipline character on *Sukan Jaya* activities that done by Thamavitya Mulniti School Yala Southern Thailand.
- 2) For schools, as a reference in strengthening character education discipline an effective and creative.
- 3) For further research, this study can be used as a reference in the literature review.

E. Literature Review

The finding of literature review is based on the ability of the researcher to reach out study related to this research. So that research can learn some related research and can be able to help the researcher as an additional reference in the arrangement of the study. Researcher which analyzes about character education and implementation of character discipline are the researches that researcher used as material in literature review.

Thesis by Arining Tias Saputri, *Penanaman Nilai Kemandirian dan Kedisiplinan Bagi Anak Usia Dini Siswa TK B di Kelompok Bermain Mutiara Hati Purwokerto*. In thesis discussed about activities that support in planting value independence and discipline for early childhood and methods used. The activities is independent and discipline when go to school, come

into the classroom, reading *Iqra*, follow teaching and learning activities, break, and go home.¹⁹

Thesis by Muhammad Azis, *Metode Pendidikan Karakter Disiplin di SMKN 1 Bulukumba Brebes*. The result of this research showed that character education model of discipline in the school used joint model and models as a subject of its own. While methods used the habituation method as the major method, supported by other methods.²⁰

Thesis by Akhmad Saebani, *Implementasi Pendidikan Karakter di MTs Miftahul Huda Pesawahan Kecamatan Rawalo Kabupaten Banyumas Tahun Pelajaran 2014/2015*. The result of research showed that the one conducted by MTs Miftahul Huda Pesawahan, in the internalization value of a character is through three rounds i.e: planning stage, implementation stage, and evaluation stage. At the implementation, character education done through the inclusion value, exemplary, facilitating, development of academic and social skills. While at the evaluation, character education executed is evaluating the character of students, teachers, and program manager. For supporting factors of a character was in common vision and mission all teachers, there are various fasilitas, the exemplary teachers, and

¹⁹Arining Tias Saputri, *Penanaman Nilai Kemandirian dan Kedisiplinan Bagi Anak Usia Dini Siswa TK B di Kelompok Bermain Mutiara Hati Purwokerto*, Undergraduated Thesis, IAIN Purwokerto, 2016.

²⁰Muhammad Azis, *Metode Pendidikan Karakter Disiplin di SMKN 1 Bulukumba Brebes*, Undergraduated Thesis, 2016.

the habituation that makes the school be conducive for internalizing character values.²¹

Thesis by Yuyun Fitahapsari, *Penanaman Karakter Disiplin dan Tanggungjawab (Studi Kasus Pada Kegiatan Ekstrakurikuler Paskibra di SMA Negeri 1 Sragen)*. The result of this research showed, character discipline that is implanted in extracurricular PASKIBRA i.e, by right time following exercise to completion every Friday, always wear uniform exercise complete with their attributes, a member of always present routine training every Friday, and members of always following instructions marching in response. Character responsibilities which implanted namely by means of a member of they do warm-up without were made to, as if running away and push up, follow exercise without compulsion than anyone, and always honest implement warming, exercise of marching, and flag ceremony.²²

The logo of IAIN Purwokerto is a yellow triangle with a white outline, pointing upwards. Below the triangle, the text "IAIN PURWOKERTO" is written in a bold, green, sans-serif font.

Research by Tuba Cangelci Kose, Character Education of Adoloscet: A case study of Research Center. The result of this research point out that character education can be organized proprely to track the developmental features of the student and their development can be supported with real life experiences. All school curriculum, the school environment, taechers, parent and also the community should be contribute to this process. Student need to

²¹Akhmad Saebani, *Implementasi Pendidikan Karakter di MTs Miftahul Huda Pesawahan Kecamatan Rawalo Kabupaten Banyumas Tahun Pelajaran 2014/2015*, Undergraduated Thesis, IAIN Purwokerto, 2016.

²²Yuyun Fitahapsari, *Penanaman Karakter Disiplin dan Tanggungjawab (Studi Kasus Pada Kegiatan Ekstrakurikuler Paskibra di SMA Negeri 1 Sragen)*, Undergraduated Thesis, Universitas Muhammadiyah Surakarta, 2015.

understand to purpose for character education, and participate actively in this process.²³

Based some of literature review above, the difference with this study lies in the focus of the research. Researcher more concentrated focus of research in character education on *Sukan Jaya* activities for strengthening discipline in Thamavitya Mulniti School Yala Southern Thailand.

F. Structure of The Study

Writing in the study the researcher did is divided into three parts namely the beginning part, content part, and the final part. The beginning part is consisted of the title page, page statement of authenticity, supervisor department memorandum page, endorsement page, dedication, motto, foreword, table of content, list of tables, list of picture and abstract.

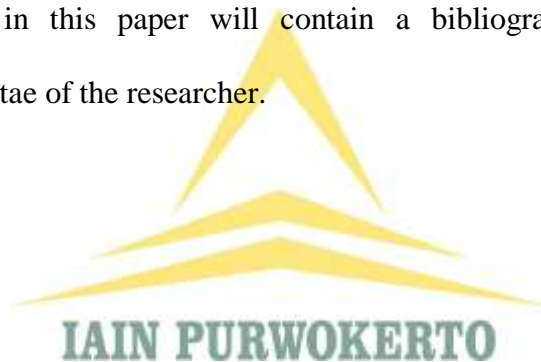
The second part is the part of the contents; this part is the content of the study the researcher did. In the second part of this research is divided into several chapters. The first chapter contain the introduction. This chapter is a methodological introduction to systematically understand the material in subsequent chapters. In first chapter will explain about the background of the problem, operational definitions, problem statement, objectives and significance of research, literature review, and structure of the study.

Next is second chapter, which will discuss the theoretical basis of the character education, character discipline, strategy for strengthening the

²³Tuba Cangelci Kose, *Character Education of Adolescent: A Case Study of the Research Center*, Journal of Education and Science Volume 40, Number 179 295 – 306 (Turkey: Aadolu University, 2015), Pg. 304.

character discipline. Writing then proceeds with third chapter which discusses about the research method.

After making description efforts in third chapter, then it continued with fourth chapter which is about data display in the general description of Thamavitya Mulniti School Yala Southern Thailand and the result of the research and also the analysis of the research data that research get on the field. Furthermore, the writing will end with fifth chapter contains conclusions, suggestions and closing remarks. Conclusion is contained about what researcher describe is and analysis of the previous chapter. In the last section in this paper will contain a bibliography, appendix and curriculum vitae of the researcher.



CHAPTER V

CLOSING

A. Conclusions

Based on analysis of found data that is related to the character education study on *Sukan Jaya* activities for strengthening discipline in Thamavitya Mulniti School Yala Southern Thailand by collecting data from many sources, then presenting and discussing on the reliable data, the researcher concludes:

For strengthening discipline character of student on *Sukan Jaya* activities i.e: firstly, *motivation enhancement*, i.e the Principle of the School and teachers provided motivation to the students to follow the activities of *Sukan Jaya* with order and discipline. Secondly, *training and education*, in this case the school gave special time to exercise various types of sports (footsal, volley ball, hand ball, *sepak takraw*, basket ball, tennis, high jump, run) and performances on stage (*nasyid*, speech, drama playing, choral speaking, choir, poetry reading, news presenting) which will be contested during the *Sukan Jaya* activities. The training was a stabilization of extracurricular activities that have been implemented by students. In addition, marching-line training, and yells making by each color group in *Sukan Jaya* activities. Thirdly, *leadership*, in the implementation of the *sukan* the school selected the coordinator of all the color leaders i.e red, yellow, green, orange, blue, and pink based on their involvement as *Dewan Masyarakat Pelajar Ma'had* (Student Council of Ma'had) who have been

trained their leadership. So that they can be trusted to lead their group members and be a role model. Fourthly, *rule establishment*. With the rule, it will encourage students to discipline because there are limits which are allowed and which should not be, which one is good and which is bad. So it will strengthen self-discipline of students. Fifthly, *reward and punishment application*. Reward is given as a form of appreciation of the achievements achieved by students or groups in the activities of *Sukan Jaya*. The Patanis called it "*johan*" (got the champion). Meanwhile, the punishment is given to students or groups of color who have disobeyed the rules on *Sukan Jaya* activities.

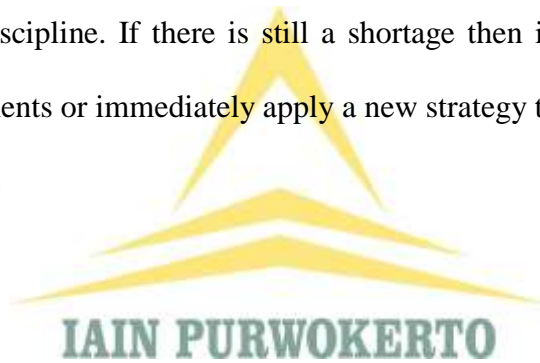
The types of discipline characteristic in *Sukan Jaya* activities i.e: *discipline of time, discipline enforce the rules, discipline of learning, discipline of attitude, and discipline of worship*. Then the whole process of strengthening of discipline character on *Sukan Jaya* activities in Thamavitya Mulniti School Yala Southern Thailand have done well in accordance with the theory.

B. Suggestions

Due to increase and strengthen of character discipline on *Sukan Jaya* activities in Thamavitya Mulniti School Yala Southern Thailand, the researcher has a few of suggestions that are addressed to several side in Thamavitya Mulniti School Yala Southern Thailand, as follows:

1. Leader should give control, supervise, and provide motivation to the school citizen so that they will increase their discipline.
2. Teachers constantly improve their discipline, thus becoming an example for their students.
3. *Sukan Jaya* activities has become an annual program in Thamavitya Mulniti School Yala Southern Thailand, so as much as possible in every year there is a new innovation. So, it does not seem stagnant.
4. Schools regularly evaluate habituation programs that can improve student discipline. If there is still a shortage then immediately make improvements or immediately apply a new strategy to improve student discipline.

C. Closing Words



Alhamdulillah, there is no the most beautiful word to say except thanks to Allah Swt, because His mercies and blessing everything can be perform without any trouble and obstacles. So, the researcher can finish this thesis entitled “Character Education Study on *Sukan Jaya* Activities for Strengthening Discipline in Thamavitya Mulniti School Yala Southern Thailand”. Furthermore, the researcher appologizes for the limite ability on arranging this thesis. So that why the researcher will accept some advise and constructure criticism to improve this thesis. The researcher hopes this is useful for the writer and the readers.

Furthermore, the writer would like to thank to all those who have helped the writer on conducting this thesis. This thesis is finished on the right time because of them. The writer does not think about how fast this thesis done but how the writer understand and respect the process that sometimes made the writer frustrated. Above all, may God gives His mercy to us. *Aamiin*



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