

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi kondisi dan pembiasaan positif berbasis budaya sekolah ramah anak dan keteladanan guru dalam membentuk karakter disiplin peserta didik serta faktor apa saja yang mendukung dan menghambat pembentukan karakter disiplin peserta didik. Penelitian ini menggunakan metode studi kasus dengan pendekatan kualitatif. Teknik pengumpulan data dilakukan menggunakan wawancara, observasi, dan studi dokumentasi yang disertai dengan Triangulasi mengenai pembentukan karakter disiplin, pembiasaan positif berbasis budaya sekolah dan keteladanan guru. Hasil Penelitian menunjukkan bahwa di SD Negeri Cibeunying 03 Kecamatan Majenang Kabupaten Cilacap, Jawa Tengah 1) Pembentukan karakter disiplin peserta didik dilaksanakan secara terencana, sistematis, dan berkelanjutan melalui integrasi kebijakan sekolah, pembiasaan positif, serta keteladanan guru dalam lingkungan sekolah ramah anak. 2). Proses pembiasaan positif dilakukan melalui tahapan perencanaan, pelaksanaan, evaluasi, dan tindak lanjut yang melibatkan seluruh warga sekolah. 3) Keberhasilan pembentukan karakter disiplin didukung oleh konsistensi program, kerja sama sekolah dan orang tua, keteladanan guru, serta lingkungan yang kondusif. Namun, terdapat kendala seperti perbedaan karakter siswa, dukungan orang tua yang beragam, dan pengaruh lingkungan. Upaya mengatasinya dilakukan melalui penguatan kolaborasi, peningkatan konsistensi, pemberian penguatan positif, serta monitoring berkelanjutan agar nilai disiplin tertanam kuat dalam diri peserta didik. Disarankan pihak sekolah untuk lebih membangun program pembiasaan positif ramah anak lebih sistematis dan terukur.

Kata Kunci: Karakter disiplin, pembiasaan positif, sekolah ramah anak, keteladanan guru.

ABSTRACT

This study aims to identify the conditions and positive habits based on a child-friendly school culture and teacher role models in developing students' disciplinary character, as well as the factors that support and hinder the development of students' disciplinary character. This study used a case study method with a qualitative approach. Data collection techniques included interviews, observations, and documentation studies, accompanied by triangulation regarding the formation of disciplinary character, positive habits based on school culture, and teacher role models. The results of the study indicate that at Cibeunying 03 Public Elementary School, Majenang District, Cilacap Regency, Central Java, 1) The formation of students' disciplinary character is implemented in a planned, systematic, and sustainable manner through the integration of school policies, positive habits, and teacher role models within a child-friendly school environment; 2) The process of positive habits is carried out through planning, implementation, evaluation, and follow-up stages involving the entire school community; 3) The success of disciplinary character formation is supported by program consistency, school-parent collaboration, teacher role models, and a conducive environment. However, obstacles such as differences in student character, varying parental support, and environmental influences remain. Efforts to address these challenges include strengthening collaboration, increasing consistency, providing positive reinforcement, and ongoing monitoring to ensure the value of discipline is firmly embedded in students. Schools are advised to develop more systematic and measurable child-friendly positive habit programs.

Keywords: Disciplinary character, positive habits, child-friendly schools, teacher role models.