

PARENTAL PARTICIPATION IN FORMING STUDENTS' DISCIPLINE ATTITUDES AT MI NEGERI 03 BREBES IN THE 2019/2020 ACADEMIC YEAR

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Abstrak

Pembentukan sikap disiplin di sekolah sangat penting karena dengan pembentukan sikap disiplin moral peserta didik secara bertahap akan terbentuk untuk menjadi manusia yang lebih baik. Penelitian ini bertujuan untuk mengetahui partisipasi orang tua dalam pembentukan sikap disiplin peserta didik di MI Negeri 03 Brebes tahun pelajaran 2019/2020. Penelitian ini merupakan jenis penelitian deskriptif kualitatif, pendekatan fenomenologi, menggunakan teknik snowball sampling. Pengumpulan data dilakukan melalui observasi, wawancara dan dokumentasi. Teknik analisis data yang digunakan adalah reduksi data, penyajian data (display data) dan penarikan kesimpulan. Teknik keabsahan data menggunakan triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa: 1) bentuk partisipasi dalam pembentukan sikap disiplin peserta didik didukung dengan adanya partisipasi dalam pemilihan sekolah, partisipasi dalam pemilihan sekolah, partisipasi dalam pembiayaan sekolah, partisipasi dalam mengatasi masalah anak. Dalam setiap partisipasi orang tua ditunjukkan dalam bentuk partisipasi fisik dan non fisik. Bentuk partisipasi fisik diwujudkan dalam tenaga, fasilitas, dana dan jasa. Sedangkan dalam bentuk non fisik meliputi pemikiran, sumbangan ide atau gagasan serta motivasi; 2) faktor pendukung yaitu orang tua selalu memberikan dukungan, nasihat kepada anak agar anak dapat memiliki sikap disiplin yang baik, tersedianya sarana dan prasarana di sekolah. Faktor penghambat yang mempengaruhi partisipasi orang tua dalam pembentukan sikap disiplin peserta didik adalah masalah ekonomi serta kesibukan kerja orang tua peserta didik.

Kata Kunci: *Partisipasi Orang Tua, Sikap Disiplin*

Abstract

The formation of discipline in schools is very important because with the formation of moral discipline, students will gradually become better people. This study aims to determine the participation of parents in the formation of discipline in students at MI Negeri 03 Brebes in the 2019/2020 academic year. This study is a type of qualitative descriptive research, a phenomenological approach, using the snowball sampling technique. Data collection was carried out through observation, interviews and documentation. The data analysis techniques used are data reduction, data presentation (data display) and drawing conclusions. Data validity techniques use source triangulation and technique triangulation. The results of the study show that: 1) the form of participation in the formation of discipline in students is supported by participation in school selection, participation in school selection, participation in school financing, participation in overcoming children's problems. In each participation of parents is shown in the form of physical and non-physical participation. The form of physical participation is manifested in manpower, facilities, funds and services. While in non-physical forms include thoughts,

contributions of ideas or ideas and motivation; 2) supporting factors, namely parents always provide support, advice to children so that children can have a good disciplined attitude, the availability of facilities and infrastructure at school. Inhibiting factors that influence parental participation in the formation of students' disciplined attitudes are economic problems and the busy work of students' parents..

Keywords: Parental Participation, Discipline Attitude

Introduction

Education plays an important role in shaping positive character in students through character education that aims to build good and noble personalities. The government has launched character education in schools as an effort to realize the goals of national education, which includes developing the potential of students to become faithful, knowledgeable, creative, and independent individuals. One of the characters that must be developed is discipline, which functions to teach students to obey the rules and regulations in the school. The formation of a disciplined attitude in schools is very important because it can form orderly behavior and obey the rules, as well as help students build self-control.

Efforts to form a disciplined attitude at MI Negeri 03 Brebes are carried out in various ways, one of which is by getting students used to arriving on time and participating in habituation activities at school, such as reading the Asmaul Husana and performing the Dhuha prayer. In addition, the school also applies sanctions to educate students to be aware of the importance of discipline, not by coercion. However, the success of this disciplined character formation also depends heavily on the role of parents. Consistent parenting at home and cooperation between schools, families, and communities are essential for discipline to take place effectively and become part of the culture. Parental participation in supporting students' discipline is an important key in creating an environment that supports positive character formation.

According to Gunawan (2014: 23) explains that character education is a deliberate effort to help understand humans, care and the core of ethical/moral values. Where we think about the kinds of characters we want for our children, it is clear that we want them to be able to judge what is truth, care deeply about what is truth/rights, and then do what they believe to be the truth, even in the face of self-pressure. The objective to be achieved in this study is to determine the forms of parental participation in the formation of disciplinary attitudes of students at MI Negeri 03 Brebes in the 2019/2020 academic year.

Methods

The type of research used in this study is qualitative research. Sugiyono (2017: 9) states that qualitative research is research based on post-positivism or enterpretive philosophy, used to research natural object conditions, where researchers are key instruments, data collection techniques are carried out by triangulation, the data obtained tends to be qualitative data, data analysis is inductive, and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses. The subjects of the study were the principal, homeroom teacher, and parents of students. In this study, we will find out how the form of parental participation in shaping the discipline of students of MI Negeri 03 Brebes.

This research will be conducted at MI Negeri 03 Brebes. MI Negeri 03 Brebes is located at Jalan Sawah Lega Number 60, Bangbayang Village, Bantarkawung District, Brebes Regency, Central Java Province, Postal Code 52274. The research period will be carried out for twelve months, namely from November 2018 to October 2019.

The data sources in this study are taking primary data sources and secondary data. In this study, this primary data will be obtained directly from the results of interviews that have been conducted with the principal, homeroom teacher, and parents of students of MI Negeri 03 Brebes. Secondary data is data obtained from graphic documents (tables, notes, minutes, and others), photographs, video recordings, objects and others that can enrich primary data. In this study, the secondary data taken are in the form of photographs related to the purpose of parental participation and the formation of disciplinary attitudes, documents, books, and supporting research journals, and so on.

Result and Discussion

This study attempts to reveal how parents participate in the formation of students' disciplinary attitudes.

a. Come to school on time

Coming to school on time is one of the indicators in the implementation of the disciplined attitude itself which is done through habituation in line with the opinion of Samani (2012: 121) that discipline is an attitude of behavior that arises as a result of training or habits of obeying rules, laws or orders. The results of this study indicate that one of the advantages of students at MI Negeri 03 Brebes is their disciplined attitude in coming to school on time and this is inseparable from the many supports received by students, especially the participation of their parents in supporting and obeying school regulations.

b. Carry out class assignments that are his/her responsibility.

In addition to going to school on time which is an indicator of student discipline, there is also an indicator of student discipline, namely carrying out class assignments that are their responsibility. This is inseparable from the large amount of support received by students, especially the participation of their parents in carrying out class assignments that are their responsibility, this is in line with the opinion of the Ministry of Education and Culture (2016: 21) that within the family there must be rules that are mutually agreed upon, for example determining children's study hours, supporting children in carrying out class assignments. The results of this study indicate that parents of students at MI Negeri 03 Brebes are very involved in student learning activities at home, managing their children's study time at home.

c. Remind friends who break the rules politely.

Reminding friends who break the rules politely is in line with Mulyasa's opinion (2017: 79) that enforcing rules is part of and integrated with efforts to build a culture of ethical behavior and discipline, both in the internal school environment and outside the school environment and students treat teachers and friends with mutual respect. In accordance with the results of the study which showed that students remind each other if there are friends who break the rules, and the participation of parents who advise their children not to repeat their mistakes.

d. Obey school and class rules

Based on the results of observations conducted by researchers at MI Negeri 03 Brebes, it shows that students have obeyed school and class regulations (observation results are in appendix 4.1). In line with Mulyasa's opinion (2017: 79) that enforcing rules is part of and integrated with efforts to build a culture of ethical behavior and discipline, both in the internal school environment and outside the school environment. The results of the study show that parents strongly support every regulation made by the school, every child's activity at school related to the formation of children's disciplined attitudes. Parents also accompany when there are activities at school. In addition, parents also provide supporting facilities for their children to carry out activities to develop their children's talents both at school and outside school. Although not all parents can participate well, overall the majority of parents support school regulations, and provide direction and encouragement so that they can participate in the formation of their children's disciplined attitudes.

From the descriptions above, parental participation at MI Negeri 03 Brebes is also supported in various forms of participation, namely as follows:

a. Participation in School Selection to form students' disciplinary attitudes

Participation in school selection is a form of participation carried out by parents with the aim of getting quality schools and education for their children. This form of participation can be divided into two forms, namely physical and non-physical. The

form of physical participation is a form of parental involvement that is manifested in an action or activity that can be observed directly, while non-physical participation is a form of participation that cannot be observed.

Dwiningrum (2015: 58-59) explains that the form of participation is formed into two, namely physical participation and non-physical participation. The form of physical participation in school selection for students at MI Negeri 03 Brebes is shown in the form of labor contributions such as the participation of parents in accompanying children to register for school and always monitoring the results of school registration. The form of non-physical participation is shown by the existence of ideas or input given by parents to children about their children's choice of school.

The results of the study showed that parents at MI Negeri 03 Brebes participated in choosing schools for their children. The majority of parents chose schools that had quality and excelled in both academic and non-academic fields and excelled in terms of discipline. Parents assume that schools must be able to organize activities to form students' disciplined attitudes. In addition, parents also choose schools based on the relationship between the school and parents, namely the openness of the school regarding the programs they organize. Because they hope that schools will be able to foster students to form students' disciplined attitudes.

b. Participation in school committees to develop students' disciplinary attitudes.

The school committee meeting is held by the school with the intention of inviting parents to discuss and accommodate various institutional interests and school needs, problems, aspirations, ideas or concepts, and various programs run by the school that are conveyed by the School Council. This is a form of reflection regarding the concern of school stakeholders regarding efforts to improve, progress and develop the school. The members of the school council in this case are representatives of the parents of students. Every time a committee meeting is held, the majority of members who attend only listen while a small number of them dare to express their opinions. These opinions are usually ideas that arise when discussing the issue of donations to the school. Some parents who object to the funding issue propose to get relief. In accordance with the opinion of Mulyasa (2017: 77) who explains that schools always establish harmonious communication with parents, and try to involve them in the implementation of school programs. The results of research at MI Negeri 03 Brebes show that the form of parental participation in the school committee can be divided into two, namely participation in physical form, namely their presence in various invitations given by the school, such as scholarship meetings, financial assistance meetings, and taking report cards. Apart from that, there is participation in non-physical forms, namely, it is shown by the presence of various thoughts, ideas or concepts, criticisms and input submitted by parents when attending Committee Meetings.

c. Participation in school financing to form students' disciplinary attitudes

Community participation is also shown in terms of school financing. Parents spend funds to donate buildings. Parents also provide facilities to support school activities, such as buying books, other costs incurred such as paying for a number of activities held by the school such as study tours, school anniversary celebration activities, and others. The results of the study show that the form of participation in school financing at MI Negeri 03 Brebes can be divided into two, namely participation in physical form and non-physical participation. Physical participation is more indicated by the provision of child facilities, as well as paying for activities carried out by the school. For non-physical participation, it emphasizes the ability of parents to provide facilities to children to support the formation of students' disciplined attitudes.

d. Participation in solving children's problems to form students' disciplined attitudes.

Sometimes in school students face several problems, for example students experience a decrease in enthusiasm or feel tired because of the many activities carried out by the school. Mulyasa (2017: 77-78) explains that teachers often communicate with parents of students regarding student progress and show areas of strength and weakness.

This is where motivation and encouragement from parents are needed so that students feel they are getting support. In addition, parents often provide support for their children through their participation when attending parent and school meetings/deliberations.

Parents also often provide motivation and advice so that children do not give up easily. Parents provide attention and affection to students so that students feel they are getting support for the activities they do. In addition to being physical, parental participation is also shown in non-physical forms, namely advice given to children and motivation as support for student activities and student appreciation for the discipline achieved by students.

The results of the study at MI Negeri 03 Brebes can be concluded that the participation carried out by parents in forming students' disciplinary attitudes is also high, as evidenced by the participation carried out in selecting schools, participation in providing facilities, both infrastructure and infrastructure, participation in their presence when receiving invitations from the school and participation in handling problems with students, as parents they advise and monitor children's activities.

Conclusion

Based on the results of the study, it can be concluded that parental participation in the formation of students' disciplinary attitudes at MI Negeri 03 Brebes can be seen from the form of participation carried out physically and non-physically. In addition to contributing energy, their costs also contribute ideas to support the formation of students' disciplinary attitudes at school.

The participation of parents in the formation of students' disciplinary attitudes can be accommodated in parent-student meeting activities and can be seen from the contributions made by parents such as accompanying and accompanying children when going to school, providing supporting facilities, providing support and attention, monitoring children's activities at school, working together with the school.

Parental participation is also supported by participation in choosing a school for children seen from the quality of the school and activities carried out by the school in forming students' disciplined attitudes, participation in the school committee can be seen from the involvement of parents in school meetings and taking children's report cards, participation in school financing can be seen from the ability of parents to provide children with facilities to support the formation of students' disciplined attitudes, the obligation to pay building fees, participation in handling children's problems can be seen from the openness of children with parents, motivation and support from parents in forming students' disciplined attitudes.

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