

The Role of Control Cards in Shaping Students' Citizenship in Schools

Ahmad Bakri¹⁾, Dadang Sundawa²⁾, Iim Siti Masyitoh³⁾

^{1, 2, 3)} Civic Education, Universitas Pendidikan Indonesia, Indonesia

Corresponding Author: Ahmad Bakri, Email: ahmadbakri140@upi.edu

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Abstract. The rapid development of the times today is a challenge in building the character of students. The challenges faced by all nations related to the nature of citizenship have become national issues that require a comprehensive study to take strategic steps to overcome the problem. The application of control cards is one of the flagship programs owned by SMA Negeri Bernas Binsus Provinsi Riau, in building the character of its students. This study aims to explore and analyze the role of control cards in shaping the civic disposition of students at SMA Negeri Bernas Binsus Provinsi Riau. This research uses qualitative design with case study method. Data research techniques use observation, interviews and documentation. The results of this study show that, with the control card plays a role in forming civic disposition including (1) discipline, obeying applicable rules, and orderly, (2) responsibility is shown from the facts found by researchers that they must be ready and accept sanctions or punishments for actions they violate, (3) honesty, very instrumental in educating and accustoming students to always tell the truth, They are required to always be mandated to school rules.

Keywords: *Education; Character; Civic Disposition; Policy; Control Card*

INTRODUCTION

Character education is an important component that must be built in the Society 5.0 era (Karim, 2021). The rapid development of globalization has resulted in deviations and crises of national character (Yudia Fauzi et al., 2013). Improving the quality of human resources will determine the direction of the nation's future development. Based on Law no. 20 of 2003 concerning the National Education System contained in Chapter 1 article 1 paragraph one that: education is a conscious and planned effort in the process of mentoring and learning to ensure that each individual becomes a human being who is independent, responsible, creative, knowledgeable, healthy and has noble character and make human beings into quality people (Nurjannah et al., 2019; Utami, 2019). Strengthening the character education of participants in

Indonesia has been implemented, this is done in anticipation of the rapid development of the times it is considered that character education will eventually decrease which is marked by the emergence of deviant acts of the younger generation, student brawls, free sex, corruption, drugs. This problem is of course a joint task to build the character of the nation's children to avoid these actions (Hidayah, 2023).

Schools play an important role in the formation of the character of students (Verasiana Murni, 2022). According to Kevin Ryan and Bohlin in the journal (Sugiana, 2019), states that, character education is an earnest effort to help someone understand, care, and act with a core foundation. Furthermore, he added that noble character includes knowledge of goodness, then creates a commitment to goodness and

finally actually does good. Through character education, a person can develop a positive attitude which is reflected in their daily activities and is always taught continuously which forms good habits in life so as to bring up attitudes and behavior that are in accordance with Pancasila values (Karim, 2021; Marlinawati et al., 2022; Mustoip, 2018). Character education that is designed and can be carried out systematically and as an effort to instill values in the actions of students both towards God Almighty, fellow human beings, themselves and the nation, which of course is manifested in attitudes and actions that are based on applicable norms (Anwar, 2017).

The rules and discipline of students must go hand in hand which of course are related to one another. Disciplined attitudes and behavior are born when a rule emerges, and so when a rule is present it is demanded to be obeyed and becomes a culture and habit that is carried out continuously (Marini et al., 2018; Marlinawati et al., 2022). However, the reality on the ground is of course that there are many deviations that occur, including at school (Kurniawan & Agustang, 2022). In response to this, of course, schools must socialize these rules and establish good communication with parents and students so that these regulations are implemented properly (Rapang et al., 2022). There are regulations made by the school, of course, as an effort to discipline students in schools to obey the rules and be

responsible and to make quality students (Kumayas & Cendana, 2021; Pertiwi et al., 2016).

The importance of civic disposition in the formation of the character of students who aim to become citizens who can have an identity both in the life of the nation and state (Rahmatiani & Saylendra, 2021). The main purpose of civic disposition is to build the character of citizens. The need for civic character is felt urgent to be carried out optimally because the formation of good and intelligent citizens must carefully consider the moral development of every citizen (Sarkadi & Fadhillah, 2020). Lots of undisciplined behavior occurs in the school environment, for example not wearing a complete school uniform in accordance with the rules of the school, there are still students who come late to school, throw garbage carelessly or out of place, and there are still many violations that occur. carried out by students (Subiarto, 2021). This is the main task of the school in improving the disciplinary character of a student.

School culture which is a form of collective agreement that is applied to solve problems faced by schools in order to create the next generation of nations who have high intellect and good character. Many schools have implemented a policy in the form of a control card, but none of the schools that have implemented this policy have followed up on it. So this policy is no longer used and

has even been forgotten in schools. Bernas Binsus State Senior High School (SMA) is one of the schools in Riau Province, precisely in Pelalawan District, Pangkalan Kerinci District, which implements a student discipline system in obeying rules by using a control card policy. This policy is the flagship program of this school and in fact the only school in Pelalawan Regency has a control card policy.

Thus the existence of a control card policy will make it easier for teachers to monitor students regarding violations they have committed and see the extent to which the level of discipline of students in the school environment (Ratus et al., 2016). This is in line with Basori's opinion (Yulfitri et al., 2014), which states that discipline is an important aspect in the development of students, because discipline is very necessary in people's lives. Based on the observational data, the authors are interested in conducting research on how the role of control cards in shaping the civic disposition of students in schools.

RESEARCH METHODS

This research was executed held at Bernas State High School in Riau Province, right in Pelalawan Regency. This research was conducted from November 2022 to June 2023. The informants in this study were school principals, vice principals for student affairs, disciplinary teams, teachers and students. This research uses a qualitative approach with a case study method. Data collection is done

through observation, interviews and documentation. The data analysis technique uses Miles and Huberman which includes data collection, data verification, and data reduction as well as drawing conclusions. The data validation technique uses triangulation of data sources.

DISCUSSION

School regulations as a step in realizing and creating quality students (Pertiwi et al., 2016). In line with what was stated by Maria J. Wantah in (Rofii'uddiin, 2016), that regulations have an important function as a tool to discipline human beings. Regulations have educational values, and as a means of preventing deviant behavior. This agrees with opinion The theory of behaviorism in Cervone in (Hendri et al., 2016; Yanti & Marimin, 2017), states that humans do not behave because they decide to behave, but because environmental forces force them to behave. Character is behavior that becomes human habits in taking action, socializing, and interacting as well as environmental influences being a factor in the formation of behavior (Rohmawati & Pahlevi, 2023).

Character is the basis for determining life achievements, this is because character is an encouragement to live a better life (Sutisna et al., 2019). As stated by the world's leading character educator Marvin Berkowitz (2021), that character education is first of all a way of being and then a way of doing-living our lives.

Being an effective character educator requires changing our way of life, namely changing who we are and how we are. engage the world, especially our schools and the children and adults in them. Character education is the key to the progress of a nation (Widiatmaka, 2016). Building character education is an earnest effort that must be carried out jointly by the family, school and community in a sustainable manner and in raising children's awareness (R. Sri Martini Meilanie, 2017; Regiani & Dewi, 2021; Salsabila et al., 2022; Wuryandani et al., 2014).

Civic disposition has the main objective to grow and build the character of citizens, namely moral responsibility, respect for one's dignity, and self-discipline as well as from public character such as caring for citizens, obeying the rules (rule of law), politeness, critical in thinking, critical in listening, and compromising and negotiating (Mulyono, 2017). In the context of school education, it has an important role in developing a culture of character through rules that focus on good behavior (Indriani, 2023). Teachers at school always provide motivation, and provide sanctions or rewards that are in accordance with these goals, and they become role models for students (Desiyanto et al., 2018; Shinta & Ain, 2021). Schools are a place for the formation of civic character in the younger generation (Zalmi & Montessori, 2023). The existence of coaching, development, and the formation of civic disposition is the main part

that must be focused on education in schools, both public and private, of course, have school rules that must be obeyed (Rahmatiani & Saylendra, 2021). But judging from the reality on the ground, many school rules still ignore them and don't even care about them anymore.

Based on the results of interviews conducted with the principal stated that Bernas State Senior High School in Riau Province had a control card policy that had been implemented since 2010 until now, this policy was carried out with the aim of building character in forming civic dispositions for students in accordance with the vision and mission of this school which really emphasizes character. In the policy of implementing control cards, of course, it involves several parties who must continue to cooperate, including schools forming groups called disciplinary teams which provide direct action to students who violate the rules aiming as encouragement to comply with regulations (Putra et al., 2019; Yulfitri et al., 2014). With fast and responsive action in dealing with students who violate the rules, of course it is very much needed as an effort to prevent indiscipline (Kumayas & Cendana, 2021). The existence of this regulation is in line with the opinion of Suharsimi Arikunto in (Pertiwi et al., 2016) which states that in a rule without the support of an awareness in a learning course will not be optimal. The parties involved are the homeroom teacher, who has the task of processing these students, who is assisted by

the BK teacher, then the PPKn teacher is tasked with always providing views and instilling civic values with character according to what is expected in the National Education System.

Meanwhile the student council which is part of the students has the duty to assist the disciplinary team to monitor and record students who commit an offense. This is of course the policy implemented at the SMA Negeri Bernas Binsus Provinsi Riau running effectively as expected by the school. With the existence of school policies in the form of applying control cards in forming civic disposition through the habit of living a disciplined life, obeying school rules and being responsible for the actions that have been made, this is a character that must be built from an early age.

Based on the research results obtained by the researchers, it shows that the control card plays a role in shaping the civic disposition of students, especially including:

a. Discipline

Based on the findings of the researcher, it was revealed that the control card plays a role in disciplining students, this can be seen from the students who rarely come late because they don't want to get a lot of point notes on their control card which can make them feel ashamed of their friends and do not want to get sanctions from the school, then this is also supported by data provided by the disciplinary team, that in the last few months

control cards have been able to improve student discipline compared to the previous few months.

The inculcation of the character of discipline in the field of education is an attitude that continues to be emphasized and formed from an early age (Efendi & Sudarwanto, 2018). The character of discipline has an important role for every individual because through this character, a person can show a uniqueness and identity that distinguishes a person and becomes a value as a responsibility (Ayni et al., 2022; Masruroh, 2019). Lack of discipline will be an inhibiting factor in education (Rahmawati, 2019). According to Sukawijaya in (Chulsum, 2017), there is a positive and significant contribution between self-discipline and learning outcomes so that the better the student's discipline, the better the results achieved. Meanwhile according to Yudhawati and Dany in student discipline (Chulsum, 2017), means the obedience and obedience of students to the various rules and regulations that apply in their school. Discipline is the willingness to fulfill rules and prohibitions that lead to the values of order, obedience, respect and order (Baehaqi, 2020). Compliance here is not only compliance because of pressure from outside but compliance based on an awareness of the value and importance of these regulations and prohibitions.

b. Responsibility

The facts found were revealed in the process of implementing control cards at SMA Negeri Bernas Binsus Provinsi Riau, every month the school will distribute control cards to each student, and they must be brought to school every day. The control card will be given an ontime stamp or stamp to each student who arrives on time, namely at 06.00 WIB to 07.00 WIB. Meanwhile for students who do not arrive on time or who violate other rules such as not wearing complete attributes or not doing assignments given by the teacher, then on their control card they will be given a record of the points, as stipulated in the school order book and they are obliged to be responsible for attitude and behavior. Furthermore, the disciplinary team will provide direct action for students who arrive late. They will be lined up outside the school gates and will be given sanctions for picking up trash on the school premises. Meanwhile, the record of violations along with the number of points earned that have been made by the student council will be submitted to the respective homeroom teacher for further processing.

To reduce the record of violation points, students who have accumulated on the control card must of course be redeemed or deletion must be carried out with sanctions or their achievements, an example of a sanction given is students bringing flowers or black soil, and points can be penetrated with achievements

such as achievements in academics or Non-Academic. Thus the student's points will be erased.

If these violations are often committed and result in a large number of points being accumulated, they will be handed over to the BK teacher, assisted by the PPKn teacher and the vice principal for student affairs who will provide guidance to these students. Thus students must have the courage to take responsibility for themselves as students (Fitrayadi, 2016). Furthermore, after the coaching period is carried out by the teacher but there are no changes, it will be handed over to the school principal who will summon the parents and will be expelled from the school.

The role of the control card in forming the civic disposition of students is deemed successful in developing the character of responsibility. Responsibility is the attitude of a person's ability to carry out duties and obligations that can increase achievements that should be carried out by oneself and be able to handle a problem of moral and ethical behavior to be responsible and able to build good character (Chowdhury, 2016; Nugraha, 2022; Sintya et al., 2022). The formation of the character of responsibility must be continuously carried out and guided together (Haryani, 2019). This can be seen from the facts found by researchers, that students come on time to do their assignments and collect assignments on time, and they are ready to

accept sanctions with actions or behaviors that students violate.

c. Honesty

Based on the results of research on the role of control cards in forming civic disposition, they are able to create honesty for their students, as it is known that honesty has become an antique that is difficult to obtain nowadays (Munif et al., 2021). With the existence of a control card, it can instill the value of honesty in students which can be an asset in forming their own personality and becoming a good moral attitude for themselves. As the opinion of Lickona in (Suprianto, 2020) that schools are a place for forming honesty in children and a foundation for creating a sense of trust and responsibility as well as discipline in behavior.

The explanation above is in line with what was stated by Muchlas Samani and Haryanto in (Amin, 2017) that honesty is stating the actual situation, openness, being consistent in words with actions, having courage because of the facts of truth, and being safe (trustworthy), and not committing fraud. Attitudes and behavior shown by students at Bernas Binsus Public High School in Riau Province, researchers found the fact that when students came to school they were very concerned about the disciplinary team or student council that there were attributes they did not bring, and when they arrived late to school during the follow-up process carried out by the disciplinary team and their guidance

and counseling teachers are required to be honest with the background of the circumstances that made them come late to school.

CONCLUSION

The role of the control card in forming the civic disposition of students in schools, especially at Bernas Binsus Public High School, Riau Province, is generally considered good and effective according to what was planned by the school. With the existence of a control card policy in shaping the civic disposition of students who have an important role including: Discipline, the application of a control card policy will certainly force students to make a habit of living a disciplined life, comply with applicable rules, and have a noble character. Responsibility, with the implementation of the control card plays a very important role in shaping the character of the responsibility of students, which is shown from the facts found by researchers that they must be prepared and accept sanctions or punishments for the actions they violate. Honesty, with the implementation of the control card, it plays a very important role in educating and familiarizing students with always telling the truth, they are required to always trust the school rules. With the successful implementation of this control card it is considered feasible to be applied in other schools in building the character of students.

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