



A Study of Hard Work and Discipline Character Education in Junior High Schools

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ABSTRACT

Purpose Character education is one of the efforts made to prepare humans to become better individuals. Two of major character traits are discipline and hard work, which have played an important role in dealing with the Tunggu Tubang custom in the Semende Regency, South Sumatra province. This study aimed at describing the character of hard work and discipline character possessed by students as well as analyzing the obstacles experienced in the realization of hard work and discipline character education in schools. In addition, the study also aimed at knowing the difference between hard work character education and discipline character education in Junior High School 1 Semende Barat Laut and Junior High School 5 Semende Barat Laut. **Method** The mixed method research design was used in this study, with a questionnaire used for the quantitative part and collect information on the character of hard work and character of students' discipline. The qualitative data was collected through interviews with students and educators. This research carried a sample of 80, collected through purposive sampling method, from Junior High School 1 and Junior High School 5 in the District of Northwest Semende.

Findings The results of the study show that character education on both variables, hard work and discipline, in Junior High School 1 Semende Barat Laut and Junior High School 5 Semende Barat Laut, achieved 'Good' feedback. This was evident in the description obtained in the 'good' category for each indicator used. However, there were differences in character education in the two schools used. Character education of hard work and discipline at Junior High School 5 Semende Barat Laut was superior to character education for hard work and discipline at Junior High School 1 Semende Barat Laut. **Implications to Research and Practice:** This study research would prove a good reading material and reference to researchers and educators who wish to resolve issues related to character education related to hard work and discipline of their students.

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Introduction

Education is one of the efforts made to prepare humans as better personalities. One of the types of education that plays an important role in shaping the human personality is character education (Granqvist, 2021; Grosvenor & Pataki, 2017; Maisaro, Wiyono, & Arifin, 2018; Metcalfe & Moulin-Stožek, 2021). Character education can be interpreted as a continuous process of the formation of self-development, ethics, and responsibility in a person's character (Julaeha, 2019; Ni'mawati, Handayani, & Hasanah, 2020; Niemiec, 2019). The school education is considered to be a good and qualified strategy of character building where character education is carried out at every level, including the junior high school levels (du Gay, Lopdrup-Hjorth, Pedersen, & Roelsgaard, 2019; Li & Qin, 2018; Opdecam & Everaert, 2019).

Character education in junior high schools brings students to real-world and practical life (Alles, Seidel, & Gröschner, 2019; Arthur, 2019; Sevian, Dori, & Parchmann, 2018). The main purpose of character education is to form the character of students who are able to compete, are ethical, moral, polite and can interact with the community (Kontovourki, Philippou, & Theodorou, 2018; Ruzgar, 2018; Watson, 2019). Implementation of character education is a part of the learning process of various courses in junior high schools (Alvunger, 2018; Darmayasa, Jampel, & Simamora, 2018; Mahabeer, 2020; McGrath, Han, Brown, & Meindl, 2022). Currently, there are eighteen values of character education that exist in every curriculum in junior high schools.

The eighteen character values referred to are: (1) religious minded; (2) honest; (3) tolerant; (4) disciplined; (5) hard working; (6) creative; (7) independent; (8) democratic; (9) curious; (10) national spirit; (11) love for the homeland; (12) appreciates achievements; (13) friendly/communicative; (14) peace-loving; (15) likes to read; (16) care for the environment; (17) social care; (18) responsibility. These eighteen character values play an important role in making of a good personality (Lisye Salamor 2021). These character values are sourced from the nation's culture with the aim of fostering the personality of the nation's next generation to face the real world (Alvunger, 2018; Daniels & Wang, 2019; Sarid, 2018). The culture and customs of each region are also a consideration to show why character education is indispensable for students (Kantavong, 2018; Zhao et al., 2020; Zimmerbauer & Paasi, 2020).

One of the cultures and customs that have not received much attention from the wider community is the Wait Tubang custom. The Waiting Tubang tradition comes from one of the ethnic groups in Indonesia known as the Semende people. This custom comes from an area in Muara Enim Regency, precisely in the Province of South Sumatra (Arifin, 2020). The Waiting Tubang custom is a custom that is still maintained by the people of the region. This custom holds that it is the eldest daughter who will inherit the wealth and this is believed to be hereditary from their ancestors (Mahdi, 2020). In a situation like this, every child must be prepared for the consequences of the customs that exist in the area they live in. For this reason, discipline and hard work are very important in dealing with the situation in the region.

Discipline and hard work are character values that must be developed from an early age. Discipline is an action that shows obedience, which comes from awareness and encouragement from oneself (Melati, Ardianti, & Fardani, 2021;

Yaqiong, 2019). Meanwhile, hard work is a trait that does not give up easily and instills hope (Finnane & Smaal, 2020; Lustick, 2017; Setiya Rini, Fitriani, Putri, Br. Ginting, & Matondang, 2021). These two character values can be used as an effort to form a person who is able to adapt to the demands of the customs in the environment in which s/he lives.

In this study, the researcher examined the character values of hard work and discipline in Junior High Schools 1 and 5 of Northwest Semende, Indonesia. The purpose of this study was to understand the extent to which character values of hard work and discipline are possessed by students of the sampled State Junior High Schools. In addition, another goal of this research was to find out the obstacles that come in the way of shaping the character of students' hard work and discipline.

Method

Research Design

The first step that the researcher took was to make direct observations to the schools that would be used in the study. The use of this observation method was carried out to understand the state of character education in schools (Tegeh, Parwata, & Ostaviani, 2020). The method used was the mixed method, combining both quantitative and qualitative research design (Creswell (2007). Quantitative data was the main data and qualitative data was the supporting data (Kejzlarova & Mladkova, 2021; Rojas Rojas, Meneses, & Sánchez Miguel, 2019; T. C. Lin, 2019). This mixed method was chosen because it was deemed appropriate to this study, which aimed to see a description of the character education of students' hard work and discipline character and analyze the obstacles that occur in character education in schools (Dodou & Saddique, 2012; Parent et al., 2019). Mixed methods are divided into convergent parallel mixed methods, exploratory sequential and exploratory mixed designs (Moser & Korstjens, 2018). In this study, the researcher used the explanatory sequential mixture method.

Research Sample

The population in this study were the students of two schools, Junior High School 1 Semende Barat Laut and Junior High School 5 Semende Barat Laut. A sample of 40 students was taken from each school, making the total sample size of 80 students. The purposive sampling technique was used, which is a sampling technique with criteria determined based on the research objectives (Awaludin, Wibawa, & Winarsih, 2020; Dehadri & Dehadri, 2022). The researcher chose this technique because it was considered appropriate for this study.

Data collection Instrument and Procedure

A questionnaire and a character education interview sheet were used as research instruments for testing the character of hard work and the character of discipline. The questionnaire on the character of hard work comprised 15 statements with a grid which can be seen in Table 1 below.

Table 1.

Hard Work Character Questionnaire Grid

Variable	Indicator	No Question Items
Hard Work Character	Never give up	1, 2, 3, 4, 5
	Focus and get the job done to the end	6, 7, 8, 9, 10
	Work endurance	11, 12, 13, 14, 15

There were 5 categories used in the student's hard work character questionnaire, namely Very bad, Not good, Enough, Good, and Very good categories. The categories and the intervals used can be seen in [Table 2](#).

Table 2.

Categories and Intervals of Hard Work Characters

Category	Interval
Very Not Good	5.00 – 9.00
Not good	9.01 – 13.00
Enough	13.01 – 17.00
Good	17.01 – 21.00
Very good	21.01 – 25.00

The number of statements used in the student discipline character questionnaire sheet was 21 statements with a grid which can be seen in [Table 3](#).

Table 3.

Discipline Character Questionnaire Grid

Variable	Indicator	No Item
Discipline Character	Obedience to school rules	1, 2, 3, 4, 5, 6, 7
	Obedience to do lesson assignment	8, 9, 10, 11, 12, 13, 14
	Discipline towards learning activities at school	15, 16, 17, 18, 19, 20, 21

There were 5 categories used to measure the student discipline character questionnaire, namely Very bad, Not good, Enough, Good, and Very good categories. The categories and the intervals used can be seen in [Table 4](#).

Table 4.

Discipline Character Categories and Intervals

Category	Interval
Very Not Good	7.0-12.6
Not good	12.7-18.2
Enough	18.3-23.8
Good	23.9-29.4
Very good	29.5-35.0

Research is an activity carried out as an effort to solve problems with planned and systematic activities ([Rahman & Istikomah, 2020](#)). The procedure in this study begins with making observations at school as a way to obtain accurate and complete

information. After complete information was obtained, the researcher then distributed questionnaires to students and interviewed students and educators to obtain additional answers to be obtained. The data obtained were then collected for analysis. After analyzing the data, the researcher draws a conclusion as the conclusion of this study. In simpler terms, the research procedure can be seen in the [Figure 1](#).

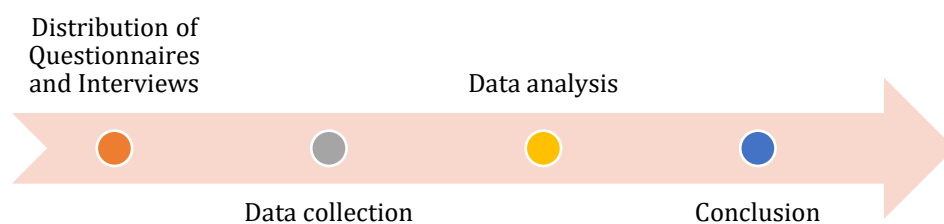


Figure 1. *Research Procedure*

Data analysis

The quantitative data was analyzed using the SPSS application, highlighting the descriptive statistics and assumption tests in the form of normality tests and homogeneity tests (Poth, 2019). After conducting the test, the researcher conducted a hypothesis test in the form of a t-test to determine the differences in the character education of hard work and discipline in each school. Meanwhile, qualitative data was analyzed using Miles, Huberman and Saldana (2018) method of data analysis.

Results

The researcher first conducted a descriptive statistical analysis test on quantitative data with the aim of seeing a description of the hard work character education possessed by students at the State Junior High School 1 Semende Northwest and the Junior High School 5 Semende Northwest. There are three indicators that the researcher uses, namely the unyielding indicator, the focus indicator and completing the work to the end, and the work endurance indicator. The results of the descriptive statistical analysis of students' hard work character education can be seen in [Table 5](#).

Table 5.

Results of Descriptive Statistical Test Analysis of Students' Hard Work Character Education

Indicator	Interval	Category	F	%	Mean	Median	Min	Max
Never give up	5.00 - 9.00	Very Not Good	0	0	20.27	20	11.0	24.0
	9.01 - 13.00	Not good	2	5.0				
	13.01 - 17.00	Enough	6	15.0				
	17.01 - 21.00	Good	28	70.0				
	21.01 - 25.00	Very good	4	10.0				
	Total		40	100				

Indicator	Interval	Category	F	%	Mean	Median	Min	Max	
	5	5.00 – 9.00	Very Not Good	0	0	20.50		10.0	24.0
		9.01 – 13.00	Not good	3	7.5		20		
		13.01 – 17.00	Enough	4	10.0				
		17.01 – 21.00	Good	30	75.0				
		21.01 – 25.00	Very good	3	7.5				
		Total		40	100				
Focus and get the job done to the end	1	5.00 – 9.00	Very Not Good	0	0	19.50	19	11.0	23.0
		9.01 – 13.00	Not good	5	12.5				
		13.01 – 17.00	Enough	3	7.5				
		17.01 – 21.00	Good	29	72.5				
		21.01 – 25.00	Very good	3	7.5				
		Total		40	100				
	5	5.00 – 9.00	Very Not Good	0	0	20.37	18	13.0	24.0
		9.01 – 13.00	Not good	3	7.5				
		13.01 – 17.00	Enough	7	17.5				
		17.01 – 21.00	Good	23	57.5				
		21.01 – 25.00	Very good	7	17.5				
		Total		40	100				
Work endurance	1	5.00 – 9.00	Very Not Good	0	0	18.67	18	11.0	23.0
		9.01 – 13.00	Not good	5	12.5				
		13.01 – 17.00	Enough	4	10.0				
		17.01 – 21.00	Good	21	52.5				
		21.01 – 25.00	Very good	10	25.0				
		Total		40	100				
	5	5.00 – 9.00	Very Not Good	0	0	22.20	22	10.0	24.0
		9.01 – 13.00	Not good	2	5.0				
		13.01 – 17.00	Enough	8	20.0				
		17.01 – 21.00	Good	25	62.5				
		21.01 – 25.00	Very good	5	12.5				
		Total		40	100				

Through the results of the descriptive statistical analysis test of students' hard work character education, it was found that students had an average hard work character with good categories on each indicator used, namely indicators of never giving up, indicators of focus and finishing work to the end and indicators of work endurance. .

Not only descriptive statistical analysis test on hard work character education, researchers also conducted the same analytical test on discipline character education. The following are the results of descriptive statistical analysis on disciplinary character education which can be seen in [Table 6](#).

Table 6.

Results of the Descriptive Statistical Test Analysis of Student Discipline Character Education

Indicator	Interval	Category	F	%	Mean	Median	Min	Max	
Obedience to school rules	1	7.0-12.6	Very Not Good	0	0	21.27	20	11.0	24.0
		12.7-18.2	Not good	2	5.0				
		18.3-23.8	Enough	6	15.0				
		23.9-29.4	Good	22	55.0				
		29.5-35.0	Very good	10	25.0				
	Total		40	100					
	5	7.0-12.6	Very Not Good	0	0	23.50	20	10.0	24.0
		12.7-18.2	Not good	3	7.5				
		18.3-23.8	Enough	4	10.0				
		23.9-29.4	Good	10	25.0				
29.5-35.0		Very good	23	57.5					
Total		40	100						
Obedience to do lesson assignment	1	7.0-12.6	Very Not Good	0	0	21.50	19	11.0	23.0
		12.7-18.2	Not good	5	12.5				
		18.3-23.8	Enough	3	7.5				
		23.9-29.4	Good	20	50.0				
		29.5-35.0	Very good	12	30.0				
	Total		40	100					
	5	7.0-12.6	Very Not Good	0	0	23.37	18	13.0	24.0
		12.7-18.2	Not good	3	7.5				
		18.3-23.8	Enough	7	17.5				
		23.9-29.4	Good	3	7.5				
29.5-35.0		Very good	27	67.5					
Total		40	100						
Discipline towards learning activities at school	1	7.0-12.6	Very Not Good	0	0	18.67	18	11.0	23.0
		12.7-18.2	Not good	5	12.5				
		18.3-23.8	Enough	4	10.0				
		23.9-29.4	Good	24	60.0				
		29.5-35.0	Very good	7	17.5				
	Total		40	100					
	5	7.0-12.6	Very Not Good	0	0	22.20	22.0	10.0	24.0
		12.7-18.2	Not good	2	5.0				
		18.3-23.8	Enough	8	20.0				
		23.9-29.4	Good	21	52.5				
29.5-35.0		Very good	9	22.5					
Total		40	100						

Through the test results of descriptive statistical analysis of student discipline character education, it is known that students have an average discipline character with good categories on each indicator used.

The analysis test was continued with assumption test in the form of normality test and homogeneity test. A data is normally distributed if the significance value obtained is greater than 0.05. The results of the analysis of the normality test of hard work character education and discipline character can be seen in [Table 7](#).

Table 7.

Normality Test

Variable	School	Kolmogorov-Smirnov		
		Statistic	Df	Sig.
Hard Work	Junior high schools 1	.083	40	.200*
Character	Junior high school 5	.123	40	.200
Discipline Character	Junior high school 1	.092	40	.200
	Junior high school 5	.090	40	.200*

The results obtained in this normality test are the data used are normally distributed. This is evidenced by the significance value obtained is greater than 0.05. The results of the homogeneity test are presented in [Table 8](#).

Table 8.

Homogeneous Test

Test of Homogeneity of Variances						
		Levene Statistic	df1	df2	Sig.	
Hard Work	Based on Mean	.085	1	62	.751	
	Based on Median	.145	1	62	.780	
Character	Based on Median and with adjusted df	.145	1	60.189	.771	
	Based on trimmed mean	.133	1	62	.761	
	Discipline Character	Based on Mean	1.068	1	52	.391
		Based on Median	.996	1	52	.392
Based on Median and with adjusted df		.926	1	53.263	.392	
	Based on trimmed mean	1.052	1	52	.393	

From the results of [Table 8](#) it is obtained that the data used comes from a population with variance. The results of the hypothesis testing carried out are as follows.

Table 9.

t test results

Independent Samples Test		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
Junior high schools 1	Hard Work Character	.158	.601	3.997	.40	.010
	Discipline Character	.165	.669	2.419	40	.003
Junior high schools 5	Hard Work Character	.131	.701	2.638	40	.000
	Discipline Character	.115	.631	2.314	40	.002

[Table 9](#) shows that there are differences in hard work and discipline in the State Junior High School 1 and State Junior High School 5, Northwest Semende. This is evidenced by the resulting sig (2-tailed) value < 0.05 which is in accordance with the established requirements. Furthermore, the researchers conducted interviews with students and educators at Junior High School 5 Semende Barat Laut.

Hard Work Character

Furthermore, the researchers conducted interviews with students and educators at the State Junior High School 5 and the State Junior High School 1 Semende Barat Laut. The results of interviews with students are as follows, with the initials Q as a researcher and S as a student.

Q : Are you trying not to give up in doing something?

S : Yes

Q : Do you always focus and finish the job to the end?

S : Not always focused but always trying to focus and get the job done to the end.

Q : Have you ever wanted to give up?

S : Of course, everyone wants to give up. However, there are many factors that lead to not doing it.

Q : What keeps you from giving up?

S : The support and motivation given by the people around me.

Q : Is it important to provide hard work character education in learning?

S : Of course, it is through this learning that our character as students is formed.

Through the results of interviews with students and educators, it is known that hard work character education is important. Providing support and motivation in learning related to hard work character education is one of the reasons students never give up. This proves that hard work character education for students has begun to take shape.

The results of interviews conducted by researchers with educators are as follows.

Q : Do you always instill character values in learning?

S : Yes

Q : How do you give character values in learning?

S : I give character values to students through motivation. Besides that, another effort that I do is to invite and give examples to students that the character that is in us is the most important provision. Because good character reflects the personality that exists in a person.

Q : Is hard work character education important in learning?

S : Yes, all character education is important. Honest, disciplined, religious, fair, responsible, polite, tolerant, and hardworking characters are education that must and must exist in learning. As an educator, I know very well that character education is far more important than education based on values in the form of numbers.

Q : What is the character of the students' hard work?

S : The character of the students' hard work is in the good category. This can be seen from the attitude shown by students in learning. When I give a difficult assignment, students don't give up right away. They try to work on it and focus on completing the tasks I give them to completion.

Q : What obstacles did you experience when providing character education for hard work in learning?

S : The obstacles I experience are natural obstacles for every educator. An example is when a student complained about a difficult assignment I gave. Not only that, some students experience increased laziness to try difficult things. Students also tend to give up quickly. This requires support and motivation from an educator. Character education will continuously familiarize students.

Discipline Character

The results of interviews conducted with teachers and students, with the initials Q as a researcher, G as a teacher, and S as a student. And code 1 comes from Junior High School 5 and code 2 comes from Junior High School 1.

Q : How do you apply discipline to students?

G1 : By showing a consistent attitude to students. So that students can follow the positive behavior that I show.

G2 : Always praise the positive attitude of the students. Usually students show responsible behavior, are able to control themselves so they deserve praise so that it becomes an encouragement for students to be more disciplined.

Q: What is the form of discipline at the school where you teach?

G1 : Like not leaving school without the permission of the teacher or school custodian.

G2 : Rules applied at school such as student attendance at least 10 minutes before class starts, wearing black shoes and so on.

Student

Q : What do students know about discipline?

S1: Behavior that is often done

S2: Have a good attitude and keep doing it

Q : What treatment proves that the student is disciplined?

S1 : Habit of getting up early

S2 : Not late for school

The results of interviews with educators who teach grades VII A and VII B at Junior High School 5 Semende Barat Laut reveal that hard work character education is an important education and must be done in learning. In addition, the character education of students at Junior High School 5 and Junior High School 1 Semende Barat Laut is in the good category. Although at first the educators admitted that they experienced obstacles such as laziness, boredom, and a sense of wanting to give up experienced by students. However, this can be overcome by providing support and motivation by educators in learning.

Discussion

Through the results of the analysis that has been carried out, researchers can describe the results of the analysis in more detail in this section of the discussion. The results of the descriptive statistical test analysis of the character education of hard work and discipline of students in Junior High School 5 and Junior High School 1 Semende Barat Laut obtained an average with a good category on each indicator with the maximum value obtained. is 24.00. The highest average score obtained by students is 22.20. The results of this analysis indicate that the hard work and discipline character education provided by educators in learning has been going well. Character education can train students to always try, be serious, and never give up (Kurniawan, Hoyi, & Sukarni, 2021). For this reason, hard work and discipline character education within the school must run well and obtain good results.

Furthermore, the researchers conducted interviews with educators and students. Through the results of interviews, researchers found that hard work and discipline

character education are important and must be done. In its realization, educators instill character education of hard work and discipline in various ways, one of which is by providing support and motivation as well as by providing quite difficult tasks to train students to try their best. Hard work character education within the scope of the school certainly experiences obstacles. Based on the results of interviews, it is known that some of the obstacles experienced by educators when providing hard work and discipline character education to students are feeling lazy, lack of focus, not being able to manage time well, and not having priorities. This is in line with Megananda, Sumardjoko, & Muhibbin, (2018) which states that the perceived obstacles in providing hard work and discipline character education are not having priorities, being perfectionists, not being focused, and not being able to manage time well.

But all the obstacles experienced by educators of course there are solutions that can be realized. Based on the results of interviews, educators stated that the solution to these obstacles was to provide motivation, support, and sanctions if needed so that students were motivated and trained to work hard and be disciplined in learning. This will later familiarize students to always work hard and be disciplined and realize it in everyday life. The results of the interview analysis of the disciplined character and the hard work carried out showed that the students of Junior High School 5 Semende Darat had good disciplined characters. Students are taught to come to school on time, eat during recess and all forms of positive treatment are carried out consistently. Students already understand what the rules are in the school environment. Students understand this form of discipline, such as always doing homework on time, coming to school on time and even other forms that feature consistently positive treatment (Kamid et al., 2022).

Research on hard work and discipline character education has been carried out by several researchers in previous studies. As the research conducted by Sulastri & Alimin, (2017) with the aim of research to see the value of hard work character education in the novel. Another study was also conducted by Murniyetti, Engkizar, & Anwar, (2016) with the aim of examining the pattern of implementation of character education in elementary school students. Not only that, another study was also conducted by Sulastri, Hariyadi, & Simarmata, (2020) where in his research the researcher wanted to see the value of character education of hard work in Tere Liye's novel about you. Research on hard work character education has been done by many previous researchers. However, research that focuses on looking at the picture of hard work character education in public junior high schools has not been done much.

The hard work character education carried out in public junior high schools in previous studies focused more on efforts to improve the hard work character of students, not focusing on the description of the hard work character possessed by students. This is in line with Sugianto, (2017) research which focuses on the balogo game technique in group guidance services as an effort to improve the character of hard work in junior high school students. Another study was conducted by Fitriani et al., (2021) with the focus of research on analyzing the character of students' hard work at the high school level. Another research conducted by Ramdhany, Yulastri, & Solina, (2021) also focuses on the contribution of mentoring activities to the character education of students' hard work.

Conclusion, Recommendations, and Implications

Based on the research that has been done, it can be concluded that the character education of hard work and discipline carried out at Junior High School 5 Semende Barat Laut and Junior High School 1 Semende Barat Laut has been going well. This can be proven through research results which show that students have a good description of the character of hard work and discipline character. Obstacles that exist include lack of student focus, poor time management, and a sense of laziness that students have which can be overcome by various solutions including providing support, motivation and giving assignments with a predetermined period of time. The goal is that students get used to completing difficult work and can get used to being on time and focusing on the work being done.

The selection of these two schools was carried out with the intention of seeing how the character of the hard work and discipline of children in the Northwest Semende area with a tradition that is still strong today. Traditional values that are still preserved today are one of the factors that strengthen the character of hard work in students. This research was also conducted with the intention of being a reading material and reference for other researchers. This research also has an impact on educators in other schools if they have not succeeded in providing learning based on character education of hard work and discipline to students, maybe they can do the same solution as stated in this study. However, this research still has a drawback, namely that it only focuses on the Tunggu Tubang custom in the Northwest Semende area so that it only takes 2 schools in the area. This can be a motivation for other researchers to be able to conduct research using many schools in the Semende area. Not only that, other researchers may be able to use character education in addition to hard work and discipline character education. Other researchers can use this research as a reference for future studies.

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