

THE IMPLEMENTATION OF DISCIPLINE CHARACTER VALUES IN GROWING INDEPENDENT LEARNING DURING THE PANDEMIC COVID-19

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ABSTRACT

The main purpose of this research is to describe the implementation of discipline character to grow independent learning. This research activity was carried out through an in-depth study with a qualitative descriptive approach at random at the elementary school in Yogyakarta. The data collection technique was done by triangulation (combined), using inductive/qualitative data analysis. Data triangulation was carried out through interviews, observations, and documents related to the investment of character values in growing independent learning during the pandemic. Interviews were conducted with randomly selected primary school teachers and randomly selected 4th and 5th-grade students from several schools. Observations were made by following the virtual learning process conducted by the interviewed teachers. Student attendance data and a recap of assignments for a certain period are supporting documents. The data obtained in the field is recorded in descriptive form as it is in the form of small notes, then a reflection note is made containing comments from researchers related to phenomena in the field. The interviews with teachers and parents obtained data that the character of discipline will affect the growth of various independent characters in students. Students who have a disciplined character will get used to living regularly. Awareness will grow in students to carry out their activities because students feel the need to do so. Independent learning during online learning requires cooperation between teachers and parents or guardians. Students remain under parental supervision when outside the virtual learning process. Parents or guardians play a role as mentors for students in growing independent learning. The character of discipline and independence that needs to be instilled in students is limited to learning. However, they are also disciplined in carrying out their daily routines. This independence of learning in students will reduce students' dependence on learning by waiting for orders or being accompanied by parents.

Keyword: discipline, independent, study.

INTRODUCTION

Education in the KBBI is defined as changing the behavior of a person or group of people to mature humans through teaching and training efforts. Education is a process of self-improvement that is carried out by humans continuously. Humans have limitations, so to develop themselves is taken through education. Education is carried out throughout human life. The educational process carried out provides an opportunity to develop his potential.

The presence of the Covid-19 pandemic has changed the face of the education process around the world. Learning that could initially be done by interacting directly with fellow humans in various environments is now limited by Covid-19, which was discovered in early 2020, has changed all aspects of human life. Including worldwide learning. Most countries in the world have changed the pattern of learning that was previously done face-to-face to all using technology or known as online (in the network).

In Indonesia, the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim issued Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Covid-19 Emergency Period to regulate the implementation of the learning process carried out during the pandemic. One of them is the implementation of distance learning which is carried out without burdening students with completeness in completing learning outcomes. The implementation of learning during this pandemic is focused on life skills and emphasizes the compliance of students and the surrounding community to always comply with health protocols to prevent the spread of Covid-19.

The pandemic that has lasted more than a year has made teachers continue to innovate in implementing online learning. Education that is currently carried out is not limited to the process in the classroom. Students can follow the learning process from their respective homes without reducing educational goals. According to Indah Pertiwi (lppmunpam.ac.id), the primary purpose of education is to educate students intellectually and have good character. The purpose of education to form intelligent and characterful human beings must still be carried out in this online learning.

Lickona (1991: 45-46) explains that the school is an educational institution with the task of developing character values. Schools are a significant milestone in developing character values because students begin to deepen their knowledge academically in the school environment. The process of deepening this knowledge needs to be balanced with good character. So that students can use their knowledge appropriately.

Character is considered the values of human behavior related to God, oneself, fellow human beings, the environment, and nationality manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. customs, and aesthetics. (Samani and Hariyanto, 2013:26) a character has a broad impact on a person's life. Character is reflected in the various things a person does in his daily life.

Schools are a means of education to foster the personality of each student. According to Ratna Megawati (2004: 95), character education is an effort to educate students to make wise decisions and practice them in everyday life so that they can provide positive values to the school environment and society. School is one of the efforts to create individual figures to become personal leaders who will bring people to positive character values, preparing the nation's generation, especially young people, to live life and fulfill life goals effectively and efficiently.

One of the characters that need to be instilled from an early age is the value of the character of discipline. Discipline, according to Narwanti (2011: 29), is an action that shows orderly behavior and obeys various rules and regulations on the basis of awareness and willingness. Students who have discipline can be seen from their behavior in carrying out

existing regulations. Students who have a disciplined character will make the rules with their awareness that they are used to doing this. Not just out of fear of being punished.

In line with this, Samani and Hariyanto (2013: 121) define the character of discipline as behavior that arises from the results of training or the habit of obeying rules, laws, and orders. Disciplined children will be consciously and accustomed to behavior in accordance with existing rules without any coercion. Discipline character developed regularly and responsibly has a positive effect on the lives and attitudes of students.

One of the impacts of the disciplinary character that has been embedded in students is expected to be able to foster independence in learning. Hasan (2010: 9) The value of independence is behavior that is not easy to depend on others when completing tasks. An independent attitude is reflected in students' behavior when meeting their own needs, having the desire to do their tasks without being asked or waiting for outside help. The application of an independent attitude can be in the form of an attitude when completing homework on your own, going to school on your own, completing your test, and focusing on your answers.

Discipline is closely related to self-control. The discipline attitude that has been formed in students is expected to ease the burden on parents to control negative behavior. Disciplined behavior can direct and control students' activities in the learning process. Online learning today demands student discipline. Learning carried out remotely requires student discipline to follow the learning process with a more flexible time. It is different when learning at school. Students are already scheduled to take part in learning. When online learning tasks can be completed at any time with a deadline for collection from the teacher. The process of completing the task requires discipline and independent learning. Because at home not all parents can accompany students to study as teachers accompany learning in class.

Based on observations and interviews with teachers, it was shown that there were still students who lacked discipline, which indicated that students were often late in submitting assignments and joining online classes. There are still students who forget their independent attitude in doing their job. This can be seen when students should be independent when doing the tasks given to them, but some students still like to do assignments by asking for help from other people, such as parents. Parents often complain that students do not want to complete their assignments. Parents often have to wait and help students when completing school assignments.

From the background, the researcher is interested in conducting a qualitative study related to the value of the character of the students' discipline in growing students' independent learning. Students who have independent learning have a disciplined attitude in their daily lives. The inculcation of the character values of this discipline has a broad impact on the lives of students. One of them is that students have independent learning.

The main purpose of this research is to describe the cultivation of disciplined characters to grow independent learning. This research activity was carried out through an in-depth study with a qualitative descriptive approach at random at the elementary school level in the Yogyakarta area.

Research relevant to this research is: I Wayan Eka Santika entitled Character Education in Online Learning. The research results are as follows: First, character education has three main functions. First is the function of the formation and development of potential. Character education shapes and develops students' potential to think well, have a good heart and behave according to the Pancasila philosophy. Second, the function of repair and strengthening. Character education improves and strengthens the role of the family, education unit, community, and government to participate and be responsible for developing the potential of citizens and building the nation towards an advanced, independent, and prosperous nation. The

third is the filter function. Character education sorts out the nation's own culture and filters out other nations' cultures that are not in accordance with the nation's cultural values and dignified character. Educators in developing learning materials must analyze learning materials tailored to each character value. The goal is between the learning material and the output produced by the needs of the community. Second, online learning, or a network, is a translation of the term online, which means being connected to a computer network. In other words, it is learning without face to face directly between educators and students but is carried out through the internet (online) from different places. Third, the principle of the Multiple Intelligences strategy in character education still uses a constructivist learning approach. Students actively develop the eight potentials according to the basic competencies taught and how they are actualized, especially if there is a connection in dealing with Covid-19. The strategy for implementing character education through portfolio-based multiple intelligences with integration into subjects is an effort in the learning process to develop life skills or student skills. When viewed from the object used in previous research, the difference between previous research and current research is character education for high school students who are experiencing a transition period.

Meanwhile, in the current research, the objects used are books and certain literature. The scope of character education discussed in previous research is wider. Meanwhile, in the current study, the focus is more on the character of the discipline towards the independent learning of students. The similarity between previous and current research is the type of qualitative research that raises character education.

Research by Aan Putra and Fitriisa Syelitiar entitled Systematic Literature Review: Independent Learning of Students in Online Learning. The study results are as follows: Independent learning positively impacts and influences the learning process. Independent learning needs to be improved and paid attention to by educators, parents, and students. In this online mathematics learning, it is very necessary, and it is hoped that students can have good learning independence. It is recommended that other researchers develop and further research the effect of online learning independence on other mathematical abilities. The difference between previous and current research lies in the research method used. In previous studies using the SLR (Systematic Literature Review) method.

Meanwhile, the current research uses library research methods. The similarity between previous research and current research lies in the data collection process, collecting journal articles in this literature review. The articles obtained are articles that have similar research.

RESEARCH METHOD

The research method used in this research is descriptive qualitative research. According to Sugiyono (2016:9), the descriptive qualitative method is a research method based on the philosophy of postpositivism used to examine the condition of natural objects (as opposed to experiments). This research activity emphasizes the researcher as the main instrument. The data collection technique was done by triangulation (combined), using inductive/qualitative data analysis. Theoretically, Mardawani (2020: 45) explains the triangulation technique in qualitative research, which is defined as a multi-method approach carried out by researchers when collecting and analyzing data. This study uses triangulation of data sources. Triangulation of data sources is carried out by confirming the correctness of information through various methods and data sources. Data triangulation was carried out through interviews, observations, and documents related to the cultivation of character values in growing independent learning during the pandemic. Interviews were conducted with randomly selected primary school teachers and randomly selected 4th and 5th-grade students from several schools. Observations

were made by following the interviewed teachers' virtual learning process. Student attendance data and a recap of assignments for a certain period are supporting documents. The data obtained in the field is recorded in descriptive form as it is in the form of small notes, then a reflection note is made containing comments from researchers related to phenomena in the field.

The data analysis technique in this study was carried out through the stages of data reduction, data display, verification, and concluding (Miles and Huberman in (Sugiyono, 2016: 247). The activities carried out at the data reduction stage were summarizing, sorting, and selecting data in the field, following the research. The data obtained in the field is very large. The researcher must make careful and detailed notes. The reduction is made to focus on important things to produce an orderly data pattern. The stages of data presentation are carried out by displaying the data in the form of a brief description that shows the relationship between categories or the like. The presentation of the data in this study is in the form of text presented narratively to bring out the meaning of the research data. In the next stage, the data is presented, verified, and drawn conclusions. The analysis is carried out based on an understanding of the data that has been collected in the field.

RESULTS AND DISCUSSION

Online learning that is currently being done gives a lot of new nuances in the educational process. Teachers are required to be able to realize learning with character education content while still being able to integrate students' abilities in the cognitive, affective, and psychomotor domains. To find a formulation that is suitable for character education in online learning conditions like today, teachers need to understand the characteristics of online learning. The characteristics of online learning are as follows. 1. Demanding students build and create knowledge independently (constructivism); 2. Students are invited to work together with their friends to build their knowledge and solve problems through discussion (social constructivism); 3. There needs to be a learning community to support the learning process optimally; 4. Utilize interactive social media to be able to meet each other virtually.

Online learning has advantages including, 1) Learning does not require a classroom because students follow from home or remotely. Students in their respective places or environments that can create a learning atmosphere with the support of internet access; 2) Teachers face to face with the help of gadgets via internet access; 3) Not bound by time, meaning that learning can be done anytime, anywhere according to the agreement as long as the environment and facilities support the learning process. Therefore, this online learning model can be more efficient and effective if the facilities are properly available. Learning carried out during the pandemic requires teachers to innovate to instill character values in students.

After the teacher understands the characteristics and advantages of online learning, the teacher can design practical learning for students. Character education can still be carried out in online learning conditions because character education has an important function in learning. Character education has three main functions. First is the function of the formation and development of potential. Character education shapes and develops the potential of students to have thoughts, hearts, and behaviors following the Pancasila philosophy. Second, the function of repair and strengthening. Character education improves and strengthens the role of the family, education unit, community, and government to participate and be responsible for developing the potential of citizens and building the nation towards an advanced, independent, and prosperous nation. The third is the filter function. Character education sorts out the nation's

own culture and filters out other nations' cultures that are not following the nation's cultural values and noble national character (Zubaidi, 2013: 18). Referring to the three functions of character education, it plays an important role in realizing national life following the nation's noble values.

In addition to these three functions, character education is also expected to be a way to achieve national education goals. One of the national education goals stated in the 2003 National Education System Law Article 1 that the purpose of national education is to develop the potential of students to have intelligence, personality, and noble character. Future generations are expected to be built through awareness of a nation with character. The potential developed by students is limited to intellectual intelligence and needs to have accompanying character values. Creating a strong Indonesian nation is not enough to have intellectual intelligence. Character education is needed as a counterweight so that the noble values of Pancasila are still upheld.

Character education is an absolute thing and must be implemented because basically all teachers have the same goal in shaping the nation's character. Not necessarily character education is the responsibility of moral education or character and Pancasila education (Santika, 2020: 79), but it is the responsibility of all fields of study. Implementation of the 2013 curriculum, the balance of the learning domain between cognitive, affective, and psychomotor is an absolute quality of graduates as part of the nation's character education. The affective domain encourages teachers to carry out character education in every learning process.

The integration of character in learning materials demands teacher creativity. In addition, it is necessary to pay attention to the principles as stated by Komalasari (2010:37), as follows: 1. The principle of relevance: good subject matter has a relationship with competency standards and basic competencies to be addressed. 2. The principle of consistency: the number of basic competencies to be addressed is the same as the taught material. 3. The principle of adequacy: the material learned by students follows their basic competencies. Learning as part of the educational process to achieve results or graduate competencies must be carried out in a planned and programmed systematic manner to realize national education goals. Teachers as facilitators in the classroom are required to have the ability to plan learning which includes character values.

The successful implementation of character education is not only the school's responsibility as an individual institution but also requires external support. As stated by Wibowo (2012: 36) that, character education is an educational process of instilling and developing noble characters in students so that they have noble characters and applying and practicing them in their lives, both in the family environment, community members, and citizens. Character education is a shared responsibility between schools, families, and communities.

Based on data obtained through interviews with teachers, students, and parents, it was found that students at elementary school age need assistance from teachers and parents to instill character values. This happens because students still need direction and guidance from their parents at this age. The role of teachers and parents as mentors is always to remind students to behave that reflects a good attitude. Students often violate the rules when not under the supervision of teachers and parents. This is generally done because they often forget the rules they must obey. Cooperation from the whole environment, families, schools, and community members will instill stronger character values in students. One of the character values that need to be strongly instilled in students is the character of discipline.

The word discipline in the Big Indonesian Dictionary (KBBI) means order, obedience (obedience) to regulations. Students' obedience in obeying the applicable rules is reflected in their daily behavior. The obedience of students is reflected in the process of self-control and

self-direction. A person can control himself without any outside influence. Self-control has the meaning of mastering one's behavior by adhering to the norms and rules that one already has. Someone who controls his behavior is aware of obeying all the rules and values that guide his life. Someone will still obey the rules even though there is no supervision or threat with certain sanctions.

The application of discipline values needs to begin with an agreement between students and teachers or parents regarding the rules that will be applied. Furthermore, the consequences that students will do when they violate this agreement. The rules and consequences need to be understood by both parties at the beginning so that students know what triggered the violation and what consequences must be prepared when a violation occurs. According to Hidayatullah (2010: 45), discipline is obedience carried out by someone consciously and seriously in carrying out their duties and obligations. The applicable rules take action in a particular environment. From the various opinions above, it can be concluded that a person carrying out the rules that apply in a social group controls and directs himself in behaving with full awareness.

Tu'u (2004: 44) explains four factors that influence discipline: 1) Self-awareness, which serves as a self-guidance that discipline is considered important for him and his success. In addition, self-awareness is the most powerful motive in realizing discipline; 2) Followers and obedience as steps to apply and practice the rules that govern individual behavior. This is a continuation of the existence of self-awareness resulting from self-ability and will; 3) Educational tools to influence, change, foster, and shape behavior following the values determined and taught; 4) Punishment, as an effort to awaken, correct and correct what is wrong so that people return to a behavior that is in line with expectations.

Discipline can be done through example. The teacher can show this example to students. As stated by the Ministry of National Education (2010:16), exemplary is the behavior and attitude of teachers and education staff in setting examples of good actions in the hope of becoming role models for students in doing something. This example can still be done in learning during the pandemic. Exemplary in online learning can be done when learning is done on video calls. The teacher can provide examples of character values that will be planted during the learning process. In addition to giving examples during the video calling, the teacher can also ask students to give examples of attitudes that can reflect the character values being studied and ask whether students have done these activities at home.

Discipline can be classified into several types. Hurlock (2008:93) suggests that discipline can be classified into three kinds. First, authoritarian discipline is the teacher or parent setting rules and asking students to comply without explaining why the rules must be obeyed. Second, a permissive discipline where students are given the freedom to make their own decisions. Third, a democratic discipline where students know the reasons behind the existence of these regulations. Instilling proper discipline will result in forming attitudes that are in accordance with the values and norms that apply in their social environment. This impacts being accepted by students as citizens of the community by their environment.

Discipline character education is an important point that needs to be considered to build one's character. Based on the character values of discipline, it will encourage the growth of other good character values, such as responsibility, honesty, cooperation, etc. Curvin & Mindler (1999:12) suggests that there are three dimensions of discipline, namely (1) discipline to prevent problems, (2) discipline to solve problems so they don't get worse, and (3) discipline to deal with students who behave out of control. Problems that arise in students' lives can be solved if students have a disciplined character in themselves. It can be seen how important the

character of discipline can bring out other characters that will certainly have a broad impact on social life.

The interviews with teachers and parents obtained data that the character of discipline will affect the growth of various characters in students. Students who have a disciplined character will get used to living regularly. Awareness will grow in students to carry out their activities because students feel the need to do so. Not because of feelings of urgency or threats from outside. Thus, students will consciously carry out their duties and obligations without being asked. Discipline can affect the spirit of learning. From this learning spirit, students will grow their independent character.

The character formed from the value of the discipline character is independence. According to Basri (1996: 53), independence is the condition of a person in his life who can decide or do something without the help of others. Students can realize the real will without depending on others. The real will here is defined as a task or learning activity carried out by students independently from home. Independent learning leads students to follow the online learning schedule with their awareness without being forced by their parents. Developing an independent attitude requires an initial understanding so that students know the character of independence, an independent attitude and display independent behavior.

In addition, Santrock (2003: 190) argues that independence is related to self-regulation freely. That is, independence refers to freedom which refers to the capacity of students to treat themselves. Students' learning activities are more driven by their abilities and choices and are responsible for their learning.

Students have learned independently if they can complete their tasks and do not depend on others. It is undeniable that learning independence is an important factor to be considered to achieve learning outcomes and student achievement. To form independent learning must be done gradually, starting with yourself, parents, and educators. Parents in educating children should not be authoritarian. Students are given the freedom to be responsible and act so that students' independence emerges and is formed from within themselves.

According to Sanan & Yamin (2010: 83-84) adding that independent students have several indicators in it, including (1) having confidence in their abilities; (2) having motivation or encouragement from within themselves; (3) being creative and innovative; (4) be responsible for what they do; (4) do not depend on others (do it yourself without the need for help from others). A person is said to have independence if some attitudes and behaviors can make their own decisions, regulate themselves, take the initiative, and are responsible for everything. This independence is limited to the learning process and is also independent in carrying out daily activities. Students can be trained to do homework independently, such as tidying up school equipment after studying. Students' independence can be trained continuously by parents according to their age level. Independence in doing things related to life will slowly lead students to be independent in learning.

According to Mudjiman (2007: 7) says that the concept of independence in learning is: (a) active learning activities have the characteristics of learner activity, persistence, direction, and creativity in achieving learning goals; (b) the motive or intention to master a competency is the driving force for intensive, persistent, directed, and creative activities; (c) competence is knowledge or skill that can be used to solve a problem; (d) the knowledge possessed by students is used to process information obtained from learning resources so that it becomes the new knowledge or skills needed. Active learning activities driven by the intention or motive to master a problem are built with the knowledge and competencies possessed, both in determining learning times, places to study, learning rhythms, learning tempo, learning methods, and learning evaluations carried out by learning itself. Students who have

independent learning will not depend on others. Learners who have independent learning will continue to try to complete tasks at school with a full sense of responsibility.

According to Rijal and Bachtiar (2015: 18), two factors encourage students' learning independence. The first factor is the factor within itself (endogenous factor), meaning that the influence comes from within the learner, such as the state of heredity and body constitution since birth with all the equipment attached to it. Everything brought from birth may be a basic provision for further individual growth and development. The basic traits of parents may be found in students, such as talent, intellectual potential, and body growth potential. The second factor is outside of itself (exogenous factors), meaning conditions that come from outside of itself, often referred to as environmental factors. The life environment faced by individuals greatly influences the development of one's personality, both in negative and positive terms. A good family and community environment, especially in values and life habits, will shape personality, including in terms of independence. Based on the explanation above, it can be concluded that the factors that influence learning independence are themselves (internal) and from outside themselves (external).

Independent learning will develop throughout the life span of students, which include the following: (1) developing a democratic learning process; (2) encouraging students to participate in decision-making activities actively; (3) giving freedom to students to explore the wider environment; (3) does not discriminate between students; (4) the creation of a harmonious and intimate relationship with students.

Independent learning is an effort to develop oneself, and skills are carried out in their way. However, independent learning does not mean self-study. The independent learning process is carried out by increasing the willingness and skills of students in the learning process without the help of others. In the end, students do not depend on learning, mentors, friends, or others in the learning process. In independent learning, students will try to understand the content of the lesson that is read or seen through audio-visual media. Students who have independence will find the learning resources they need. Independent learning requires motivation, tenacity, seriousness, discipline, responsibility, willingness, and curiosity to develop and advance in knowledge. The independent learning process provides the opportunity for students to digest the teaching material with little learning assistance. Independent learning of students to not depend on the presence or description of teaching materials from learning.

Every day students are often faced with problems that require students to try to be independent and produce good decisions. According to Song and Hill (2007: 31-32) suggests that independence consists of several aspects, namely: (a) personal attributes, namely the motivation of learners, the use of learning resources, and learning strategies. Learning motivation is obtained from the desire contained in students who stimulate students to carry out activities. The characteristics of this motivation include responsibility (having responsibility for what is done and not leaving the task before completing), diligence (concentration in doing tasks and not giving up easily), task completion time (trying to complete each task on time as efficiently as possible), have a realistic goal (set goals according to their abilities); (b) process, namely the autonomy of the learning process carried out by students which include the process of monitoring, planning, and evaluating learning. These planning activities include effective time management, setting priorities, and organizing yourself (finding out which ones are most important to do first and when to do them); (c) learning context, namely environmental factors that affect learning independence.

Independent learning is defined as a learning activity that someone with his or her freedom carries out without relying on the help of others as a process of increasing knowledge, skills, or achievement development. These improvements include; determining and managing

their teaching materials, time, place, and utilizing learning resources according to the needs and interests of students. With this freedom, students develop the ability to regulate learning methods, have a high sense of responsibility, and are skilled at utilizing learning resources.

Independent learning during online learning requires cooperation between teachers and parents or guardians. Students remain under parental supervision when outside the virtual learning process. Parents or guardians play a role as mentors for students in growing independent learning. Students are directed to have awareness in learning and make learning a necessity. This cannot be done in a short time, and it requires habituation and discipline from parents and students to form the character of independent learning. Parents or guardians provide reports on students' progress to grow their learning independence through evidence, such as photos or videos.

The character of discipline and independence that needs to be instilled in students is limited to learning. However, they are also disciplined in carrying out their daily routines, such as when students wake up and then do the usual routine after waking up. This kind of activity needs to be habituated to be done by students to be more firmly embedded. When students do this behavior, parents without students' knowledge perpetuate it in the form of photos as a form of report and coordination with teachers at school. Create routines that are carried out through the agreement results with students so that students do not feel burdened when doing it.

Independent character in students can be done through daily activities. Through students' daily activities, the value of independent character can be directly taught and applied so that students are accustomed to doing and completing their assignments without the need for help from others. These activities include getting up alone, bathing yourself, putting on your clothes. This activity is also part of the daily time management of students so that discipline forms independent students.

CONCLUSION AND RECOMMENDATION

Online learning like today, teachers need to continue to mix learning so that they can still include character values in the learning process. Because character education plays an important role as a basis for behaving and behaving to have a good personality. Discipline character values are the main focus of character values that need development. This is based on the opinion of teachers and parents that disciplined students will have regularity in everyday life. Discipline character can foster independent learning. This learning independence will impact reducing students' dependence on learning by waiting for orders or being accompanied by parents. The independent learning process provides the opportunity for students to digest the teaching material with little or no help from others.

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