

ABSTRAK

STRATEGI PENDIDIK DALAM MENGATASI KEBERAGAMAN KARAKTER DISIPLIN PESERTA DIDIK KELAS III DI SEKOLAH DASAR

Oleh

NATASYA BUNGA NITARA

Strategi pendidik di sekolah dasar sering kali belum sepenuhnya efektif dalam mengatasi keberagaman karakter disiplin peserta didik. Penelitian ini bertujuan untuk: (1) mendeskripsikan bentuk keberagaman disiplin; (2) mengidentifikasi strategi yang digunakan; (3) menemukan faktor pendukung dan penghambat penerapan strategi; serta (4) menjelaskan dampak penerapan strategi terhadap kedisiplinan peserta didik. Penelitian menggunakan metode kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi dengan 6 responden di SDN 1 X, kemudian dianalisis dengan model Miles dan Huberman melalui reduksi data, penyajian, serta penarikan kesimpulan yang diperkuat triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa karakter disiplin peserta didik terlihat dari ketepatan waktu, kesiapan belajar, kepatuhan terhadap aturan, tanggung jawab dalam mengerjakan tugas, dan kehadiran. Pendidik menerapkan berbagai strategi seperti kesepakatan kelas, keteladanan, pembiasaan, *reward and punishment*, komunikasi personal, serta evaluasi dan refleksi pembelajaran. Keberhasilan strategi ini didukung oleh budaya sekolah yang konsisten, kerja sama dengan orang tua, dan keteladanan pendidik. Namun, terdapat hambatan seperti perbedaan latar belakang peserta didik, motivasi yang tidak merata, serta keterbatasan waktu dalam pengelolaan kelas. Secara umum, strategi yang diterapkan memberikan dampak positif terhadap peningkatan kedisiplinan peserta didik.

Kata kunci: disiplin, keberagaman karakter, peserta didik kelas III, strategi.

ABSTRACT

TEACHERS' STRATEGIES IN ADDRESSING THE DIVERSITY OF DISCIPLINARY CHARACTER AMONG THIRD-GRADE STUDENTS IN ELEMENTARY SCHOOL

By

NATASYA BUNGA NITARA

Educators' strategies in elementary schools are often not yet fully effective in addressing the diversity of students' disciplinary characteristics. This study aims to: (1) describe the forms of diversity in disciplinary character; (2) identify the teaching strategies used; (3) determine the supporting and inhibiting factors in implementing the strategies; and (4) explain the impact of strategy implementation on students' discipline. The research employed a qualitative method with a case study approach. Data were collected through observation, interviews, and documentation, with six respondent at SDN 1 X and were analyzed using the Miles and Huberman model, including data reduction, data display, and conclusion drawing, strengthened by source and technique triangulation. The results of the study show that students' disciplinary character can be seen through punctuality, learning readiness, obedience to rules, responsibility in completing tasks, and attendance. Educators implement various strategies such as class agreements, role modeling, habituation, reward and punishment, personal communication, as well as evaluation and reflection in the learning process. The success of these strategies is supported by a consistent school culture, cooperation with parents, and the exemplary behavior of educators. However, several obstacles are found, including differences in students' backgrounds, unequal motivation, and limited time in classroom management. Overall, the strategies implemented have a positive impact on improving students' discipline.

Keywords: discipline, character diversity, third-grade student, strategies.