



THE APPLICATION OF DISCIPLINARY CHARACTER VALUES IN EARLY CHILDHOOD THROUGH MEGAMBEL EXTRACURRICULAR ACTIVITIES

Kadek Mardewi Widia Sari¹, Aisyah Durrotun Nafisah², Made Intan Regina Dwita Cahyani³

^{1,3}Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar,

²Universitas Islam Darul 'ulum

Email: mardewiwidya@gmail.com¹, aisyahdurrotun@gmail.com², madeintan00@gmail.com³

Received 24/04/2024, revised 28/04/2024, published 30/04/2024

Abstract

Discipline is the key to making individuals adaptable to the rules that exist in society. There are various methods to develop discipline in early childhood. This research aims to explore how disciplinary characteristics are applied in megambel extracurricular activities. The research employs a descriptive qualitative approach through observation, interviews, and documentation for data collection. The study involved 15 group B students and several teachers as research subjects. The results reveal several implementations of discipline in megambel extracurricular activities, including: 1) megambel extracurricular trainers serve as role models by arriving early before the training schedule, and students are expected to arrive on time; 2) discipline in obeying rules, showed by teachers and students creating and agreeing on rules, with students understanding and adhering to them, such as sitting in the correct position for their musical instruments; 3) attitudinal discipline, illustrated by students not playing around during megambel extracurricular training sessions. The conclusion of the research is that megambel extracurricular activities train the character value of discipline in early childhood.

Keywords: Early Childhood; Discipline; *Megambel* Extracurricular

INTRODUCTION

Extracurricular activities are part of the educational unit program, typically conducted outside of school hours, with the aim of maximizing students' abilities based on their interests and talents (Mahendradhani, 2023). This notion is emphasized by Permendikbud No. 62 of 2014, which states that extracurricular activities are conducted outside of learning hours under the guidance and supervision of the educational unit. The purpose of implementing these extracurricular activities is to encourage the improvement of students' skills, creativity, and attitudes (Amaliyah & Rahmat, 2021). Extracurricular activities can be a tool to detect student potential. They also function to: a) provide

leadership training and character building for discipline, honesty, and responsibility, b) offer social skills practice, social experiences, and an appreciation of moral and social values, c) create a pleasant atmosphere for students, and d) prepare students for their careers.

Extracurricular activities come in many forms, which can be developed according to the interests and talents of students and the needs of the school. In Early Childhood Education institutions, examples of extracurricular activities include modelling, drawing, drumming, swimming, and local cultural activities such as dance and music. In Bali, an example of a music-based extracurricular activity that promotes love for local culture is the *megambel* art.

Megambel involves playing metal musical instruments, specifically a set of traditional Balinese instruments called *Gambelan*. These instruments produce a variety of sounds but are played in the same way, by striking them (Sugiarta, 1996). *Megambel* fosters teamwork and discipline. If selfish attitudes prevail, the resulting rhythm from the instruments will be discordant (Antara & Aripaingga, 2023). Thus, *megambel* indirectly contributes to character building.

National character education should be enhanced and implemented systematically and holistically as an integrated part of the national education system (Dewi & Suyanta, 2018). A strong personality and national character are important factors in the quality of human resources in Indonesia (Arsini et al., 2020). According to the Ministry of National Education, types of character education include: 1) religiousness, 2) love of reading, 3) tolerance, 4) hard work, 5) creativity, 6) independence, 7) curiosity, 8) democracy, 9) national spirit, 10) patriotism, 11) friendliness, 12) social care, 13) love of peace, 14) environmental care, 15) honesty, 16) responsibility, 17) respect for achievement, and 18) discipline.

Discipline is the orderly behavior of a person in following to agreed-upon rules (Endriani, 2017). Essentially, discipline for early childhood is an attitude of obedience to rules within a certain environment. Regarding this, Wiyani (2013) explains that in students, discipline is behavioral control intended to adhere to adopted values at home, in school, and in the community. Therefore, discipline can be defined as self-awareness to follow certain habits with the aim of achieving personal success in the future.

Cultivating a disciplinary character is essential to familiarize students with as early as possible, especially considering that Indonesia has various rules and norms that apply in society. When disciplinary character values are instilled early on, behaviors that involve obeying and following rules become an integral part of students' identity. This foundation helps students become accustomed to the rules in their environment.

Previous studies have showed various methods for developing discipline in early childhood. For instance, research by Rahmah & Zirmansyah (2019) on improving students' discipline through the traditional game of stone hide and seek concluded that such traditional games can enhance students' disciplinary attitudes. Similarly, Lestari's research (2020) on applying students' disciplinary attitudes through the time-out method found that this method can train students' patience and sense of responsibility, thereby stimulating disciplinary attitudes.

Furthermore, Nikiani et al. (2021) explored the development of students' discipline through Hindu-based habituation methods and concluded that religious activities can enhance students' disciplinary attitudes. Chandra et al. (2023) examined the effect of flag ceremony activities on the formation of students' disciplinary character and found that these activities can improve students' disciplinary attitudes. Agustiningrum et al. (2023) investigated the strategy of strengthening disciplinary character through traditional dance in the 4.0 era and found that traditional dance can instill the necessary character strengths for students to thrive in the industrial era 4.0.

Based on these previous studies, which have shown various methods for developing discipline in early childhood, the researchers are interested in researching the application of disciplinary character values through *megambel* extracurricular activities. This particular activity was chosen because it is part of local culture, which must be preserved and introduced to students from an early age. This research specifically examines *megambel* extracurricular activities conducted in kindergartens and aims to demonstrate that local cultures such as *megambel* offer benefits and remain relevant despite the emergence of various modern musical instruments and genres.

METHODS

This research is of a descriptive qualitative type. The object of this research is the *megambel* extracurricular program at Titi Dharma Kindergarten, Denpasar, Bali. The research subjects were 15 group B students and several teachers involved. In accordance with the *megambel* member recruitment procedure, the core *megambel* team is a combination of several students from four classes who have passed the selection.

Data collection was carried out using triangulation techniques, comparing data obtained from observation, interviews, and documentation to obtain data validity. The data analysis process uses the Miles and Huberman model. According to Miles and Huberman, data analysis involves several streams of activities: data reduction, data

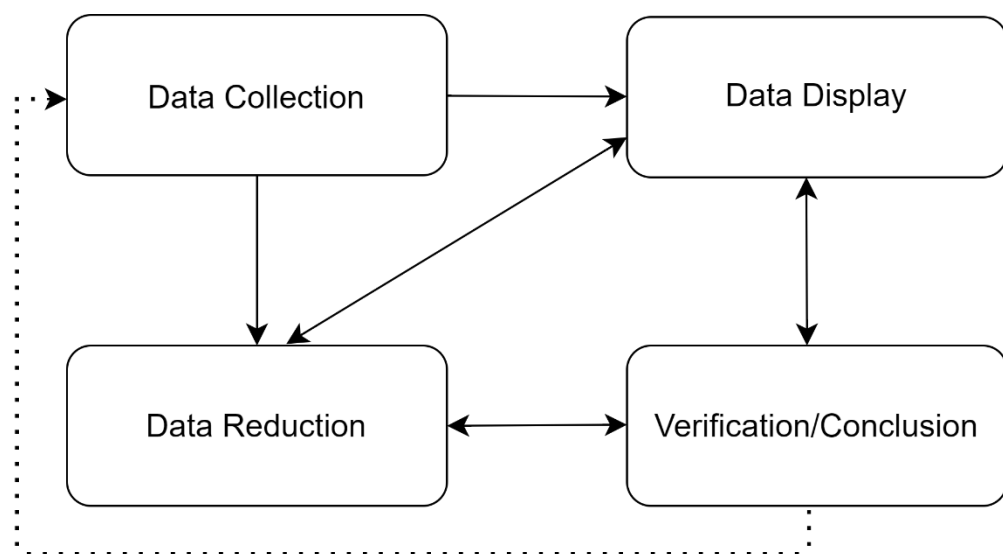


Chart 1: Flow chart of research analysis of the Miles and Huberman model

presentation, and drawing conclusions. The data analysis process can be schematically represented in the following chart:

The observation grids used as guidelines for assessing the level of students' disciplinary character values are:

Table 1. Observation grid

Variable	Dimension	Indicator
Discipline	Time Discipline	Students arrive on time to the <i>megambel</i> practice venue.
	Discipline in Obeying the Rules	Students pray before starting <i>megambel</i> practice.
		Students are responsible for their own musical instruments or <i>gambelan</i> .
Attitude Discipline		Students leave the practice hall neatly.
		Students enter the practice hall in an orderly manner.
		Students obey all instructions from the trainer.

RESULTS AND DISCUSSION

The Application of *Megambel* Extracurricular Activities

The application of *megambel* extracurricular activities at Titi Dharma Kindergarten is based on the results of observations and interviews with principals and *megambel* extracurricular trainers. These activities take place once a week, precisely every Saturday from 8:45 to 9:45 WITA. The venue for this *megambel* extracurricular activity is the hall of TK Titi Dharma. *Megambel* extracurricular activities are attended only by male students from group B.

The *megambel* extracurricular activities begin with students entering the practice hall and then taking their positions with their musical instruments or *gambelan*. Subsequently, the activities commence with a prayer led by one of the students under the guidance of the coach. Following the prayer session, the coach fosters a pleasant training atmosphere to instil enthusiasm for practice among the students. The core implementation of *megambel* extracurricular activities is then led by instructions from the coach. Upon completion of the exercises, the students are asked to stretch while listening to the coach's evaluation and appreciation. Before leaving the practice hall, students are instructed to neatly and completely return the *megambel* equipment to its initial position. Based on the results of observations during *megambel* extracurricular activities, the existing activities were quite well followed by students. However, there are still some students who have not been disciplined. In line with the results of an interview with the *megambel* extracurricular coach, Komang Pande Karyana, who revealed that there were still one or two students who ran when entering the hall where the training took place.



Picture 1: *Megambel* Extracurricular Activities at Titi Dharma Kindergarten Document by Kadek Mardewi, April 2024

Strategies for Implementing Disciplinary Character Values through *Megambel* Extracurricular Activities

Based on interviews with principals and *megambel* extracurricular trainers, the strategy for instilling disciplinary character values in early childhood through *megambel* extracurricular activities at Titi Dharma Kindergarten includes providing examples, habituation, giving attention, setting sanctions, and giving awards.

Providing examples involves the trainer serving as a role model for students. This exemplary attitude is reflected by the trainer arriving early, adhering to the rules, and maintaining appropriate behavior and speech, thus setting a standard for students to imitate. Habituation involves the trainer consistently involving in activities with the intention of instilling good habits in students. This is showed through actions such as praying before starting the *megambel* extracurricular activities and showing respect to coaches and peers.

Giving attention involves the coach offering guidance and evaluations during *megambel* extracurricular activities to help students improve and avoid repeating mistakes. Applying sanctions involves the trainer applying punishments to provide a deterrent effect. This includes asking students to clean and tidy up their friends' instruments. Giving awards involves the trainer offering words of motivation and appreciation to ignite enthusiasm for *megambel* extracurricular activities among students.

The results of these strategies have shown an increase in students' level of discipline. They are now able to demonstrate time discipline, adhere to rules, and maintain behavioral discipline.

Application of Discipline Character Values through *Megambel* Extracurricular Activities

The application of disciplinary character values through *megambel* extracurricular activities at Titi Dharma Kindergarten can be classified, as sourced from Asmani (2013), into three categories: time discipline, discipline in obeying rules, and attitude discipline.

Time Discipline

Time discipline is a conscious attitude of respecting time. Ema Fatma, the head of Titi Dharma Kindergarten, revealed the following:

"We all know that time cannot be bought or turned back. The term 'time is money' illustrates how precious time is. As teachers, we become role models for our students. Therefore, it is fitting for a teacher to set a good example. Regarding the application of time discipline by the coach, it seems very good. The coach is never absent and always arrives earlier than the training schedule, coinciding with the attendance of other teachers. The behavior of this trainer is expected to serve as an example for students to be more diligent in coming to school, especially for students who participate in *megambel* extracurricular activities" (interview, April 2024).

Based on the interview with the Head of Titi Dharma Kindergarten regarding the discipline of the coach in training extracurricular *megambel*, it can be concluded that the *megambel* coach has a high commitment to the agreed training schedule. The interview is supported by observational findings, which prove that the extracurricular *megambel* coach always arrives early before the scheduled time. Students' disciplinary attitudes are certainly influenced by the role of teachers at school. All the teacher's actions are noticed by the students. Therefore, teachers act as positive role models (Muna'amah et al., 2021).

In addition to the discipline shown by the coach, there is also discipline demonstrated by the *megambel* members. Observations show that when it is time for *megambel* practice and the teacher gives directions, the students immediately go to the training ground together.

The explanation above concludes that the application of time discipline in extracurricular *megambel* activities is demonstrated through: 1) the *megambel* extracurricular coach becoming a role model by arriving early before the training schedule, 2) students are going to the training venue without being late, and 3) *megambel* practice is ending on time. This finding aligns with the opinion of Apriyanti & Syahid (2021), who explain that by observing students' compliance with learning regulations and their participation in school activities, teachers can determine the level of student discipline.

Discipline in Obeying the Rules

Based on observation findings, it is evident that students have understood all the rules in the *megambel* extracurricular practice, such as they immediately sitting according to the position of their respective musical instruments, students are playing rhythms according to the instructor's directions, and when practice is over, they are returning the *megambel* equipment to its original position neatly and completely. This is in line with what was stated by Komang Pande Karyana, the *megambel* extracurricular coach at TK Titi Dharma, as follows:

"Overall, the students have been able to apply the attitude of obeying the rules. Initially, it was very difficult to manage them, but now they can be disciplined. This is due to the habituation in *megambel* extracurricular activities that are continuously provided to the students. Starting from them acting as they please, then given positive habituation so they can comply with the existing rules" (interview April 2024).

According to the interview with the *megambel* extracurricular coach, it can be concluded that the habituation carried out during extracurricular activities has resulted in a fairly

good level of discipline. However, it must continue to be improved because *megambel* requires a foundation of teamwork and discipline.

The rules in this *megambel* extracurricular activity are made to regulate behavior and actions during the activities and must be carried out consistently. Initially, students might follow all the rules out of fear of the punishment they might receive if they violate them, but this will indirectly make discipline a habit that sticks with the students (Kurniati et al., 2018). Therefore, the strategy of the *megambel* extracurricular coach by making and agreeing on the rules from the beginning is very appropriate.



Picture 2: Students focusing on following the trainer's instructions
Document by Kadek Mardewi, April 2024

Attitude Discipline

Discipline in attitude is the final discipline. According to the interview with Komang Pande Karyana, it was expressed as follows:

"As mentioned earlier, the students can now be disciplined. However, the problem sometimes arises when they are in a bad mood. That is the challenge. When they are not in the mood but is forced to practice, it becomes chaotic. Therefore, as a coach, it is essential to create an enjoyable atmosphere for the students. Training students should not be too serious and rigid. Training students is different from training adults" (interview April 2024).

Based on the interview with the *megambel* extracurricular coach, it can be concluded that because young students have emotional conditions that are easily changeable, coaches need to be patient in building the students' enthusiasm for practice. Observation findings revealed that, overall, students have demonstrated discipline in attitude by not playing around during *megambel* extracurricular practice.

Discipline involves self-control over applicable rules (Annisa, 2019). This aligns with what the students do during *megambel* extracurricular practice, where students exercise self-control to behave according to the coach's directions and simultaneously train their patience until the practice session ends.

Conscious behavior in obeying rules and discipline does not happen instantly but grows through habituation at school. As Machfiroh et al. (2019) stated, the habituation method

is a behavior carried out continuously to align with existing norms. Repeating actions is intended to make students accustomed to them. In this context, it means that students have become accustomed to being disciplined from an early age.

CONCLUSION

Researchers can conclude that *megambel* extracurricular activities can be an effective way to foster the application of disciplinary character values in early childhood. Through these activities, the application of discipline grows, including time discipline, discipline in obeying rules, and attitude discipline. Additionally, the results of this study imply that these activities promote students' love for local culture amidst changing times. Thus, *megambel* extracurricular activities in the kindergarten environment not only provide educational benefits to students but also serve as a means to introduce and preserve culture.

BIBLIOGRAPHY

- Agustiningrum, M. D. B., Marini., Kusbiantari, D., & Sari, I. T. M. (2023). Strategi Penguatan Karakter Disiplin Anak Melalui Seni Tari Tradisi di Era Industri 4.0. *Jurnal Usia Dini*, 9(2), 348–361. <https://doi.org/10.24114/jud.v9i2.52863>
- Amaliyah, A., & Rahmat, A. (2021). Pengembangan Potensi Diri Peserta Didik Melalui Proses Pendidikan. *Attadib: Journal of Elementary Education*, 5(1), 28–45. <https://doi.org/10.32507/attadib.v5i1.926>
- Annisa, F. (2019). Penanaman Nilai-Nilai Pendidikan Karakter Disiplin Pada Siswa Sekolah Dasar. *Perspektif Pendidikan dan Keguruan*, 10(1), 1–7. [https://doi.org/10.25299/perspektif.2019.vol10\(1\).3102](https://doi.org/10.25299/perspektif.2019.vol10(1).3102)
- Antara, I. G. H., & Aripaingga, I. K. T. (2020). Peran Generasi Milenial dalam Pelestarian *Megambel* di Bali. *Prosiding Pekan Ilmiah Pelajar*, 4(2), 173–178.
- Apriyanti, M. E., & Syahid, S. (2021). Peran Manajemen Waktu dan Kedisiplinan dalam Mempengaruhi Hasil Belajar Optimal. *Equilibrium: Jurnal Pendidikan*, 9(1), 68–76. <https://doi.org/10.26618/equilibrium.v9i1.4346>
- Arsini, N. W., Wardhani, N. K. S. K., & Sutriyanti, N. K. (2020) Internalisasi Nilai Pendidikan Karakter Hindu Pada Anak Usia Dini. *Pratama Widya: Jurnal Pendidikan Anak Usia Dini*, 5(2), 95–111.
- Asmani, J. M. (2013). *Tips Menjadi Guru Inspiratif, Kreatif, dan Inovatif*. Yogyakarta: Diva Press.
- Chandra, R. D. A., Kurniawan, N., & Lestari, L. A. (2023). Pengaruh Kegiatan Rutin Upacara Bendera terhadap Pembentukan Karakter Disiplin Anak Usia 4-5 Tahun di TK Suluh Tani Kabupaten Jember. *JECIE (Journal of Early Childhood and Inclusive Education)*, 6(2), 75–81. <https://doi.org/10.31537/jecie.v6i2.1039>
- Dewi, I. A. P. U., & Suyanta, I. W. (2018). Sumber dan Inspirasi Belajar dalam Pengembangan Pendidikan Karakter Anak Usia Dini. *Pratama Widya: Jurnal Pendidikan Anak Usia Dini*, 3(1), 26–40. <https://doi.org/10.25078/pw.v3i1.590>
- Endriani, A. (2017). Hubungan Antara Keharmonisan Keluarga dengan Sikap Disiplin Siswa. *Jurnal Paedagogy*, 4(2), 42–49.

- Kementerian Pendidikan Nasional. (2011). *Panduan Pelaksanaan Pendidikan Karakter*. Jakarta: Badan Penelitian dan Pengembangan-Pusat Kurikulum dan Perbukuan.
- Kurniati, Widodo, R., & Budiono. (2018). Peranan Guru PKN dalam Pembentukan Kedisiplinan Siswa di MAN Malang 1. *Jurnal Civic Hukum*, 3(2), 163–173. <https://doi.org/10.22219/jch.v3i2.8657>
- Lestari, M. C. D. (2020). Stimulasi Metode Time Out dalam Menerapkan Sikap Disiplin Anak Usia Dini. *Generasi Emas: Jurnal Pendidikan Islam Anak Usia Dini*, 3(1), 60–69. [https://doi.org/10.25299/jge.2020.vol3\(1\).5385](https://doi.org/10.25299/jge.2020.vol3(1).5385)
- Machfiroh, L., Desyanty, E. S., Rahmah, R. A. (2019). Pembentukan Karakter Disiplin Anak Usia Dini Melalui Metode Pembiasaan di TK Aisyiyah Bustanul Athfal 33 Kota Malang. *Jurnal Pendidikan Nonformal*, 14(1), 50–67. <https://dx.doi.org/10.17977/um041v14i1p54-67>
- Mahendradhani, G. A. A. R. (2023). Menjelajahi Hubungan Program Ekstrakurikuler dengan Pengembangan Karakter dalam Pendidikan Anak Usia Dini Formal Studi Kasus TK Kumara Bhuna. *Pratama Widya: Jurnal Pendidikan Anak Usia Dini*, 8(1), 35–45. <https://doi.org/10.25078/pw.v8i1.2432>
- Muna'amah, M., Masitoh, S., & Setyowati, S. (2021). Peran Guru dalam Optimasi Perkembangan Sikap Disiplin Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini UNDIKSHA*, 9(3), 355–362. <https://doi.org/10.23887/paud.v9i3.38329>
- Nikiani, N. K. A., Dewi PF, K. A. P., & Luwih, I. M. (2021). Mengembangkan Disiplin Anak Usia Dini Melalui Metode Pembiasaan Berbasis Hindu di TK Dharma Kumara IV Buduk. *Pratama Widya: Jurnal Pendidikan Anak Usia Dini*, Edisi Spesial, 109–115.
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 62 Tahun 2014 tentang Kegiatan Ekstrakurikuler pada Pendidikan Dasar dan Pendidikan Menengah.
- Rahmah, S., & Zirmansyah, Z. (2019). Meningkatkan Disiplin Anak Kelompok B Melalui Permainan Tradisional Umpet Batu. *Jurnal Anak Usia Dini Holistik Integratif (AUDHI)*, 1(2), 116–125. <https://doi.org/10.36722/jaudhi.v1i2.574>
- Sugiartha, I. G. A. (1996). *Bleganjur Sebuah Musik Prosesi Bali Continuitas dan Perkembangannya*. Denpasar: Sekolah Tinggi Seni Indonesia Denpasar.
- Wiyani, Novan, & Ardi. (2013). *Bina Karakter Anak Usia Dini (Panduan Orangtua dan Guru dalam Membentuk Kemandirian dan Kedisiplinan Anak Usia Dini)*. Yogyakarta: Ar-ruzz Media.