

## The Role of Code Conduct at Improving Character of Students` Character in SMPN 12 Bandung

Tia Agustiani , Neiny Ratmaningsih, Muhammad Iqbal

Social Science Education Program, Faculty of Social Science Education  
Indonesia University of Education, Bandung, Indonesia

**Abstract.** This research is motivated by concerns of authors to the implementation of the order in the SMP 12 Bandung. Of all the rules of conduct, the author wants to memfokuskan on three chapters contained in the rules of conduct on the implementation of presence and neatness it is intended to look at the implementation of the rules on the implementation of the role and the presence of tidiness effect on increasing the students of SMPN 12 Bandung character class VIII- D. This study used descriptive qualitative approach. Data collected by interview and observation. The results of this study show that: First, an increase of 5 main characters of this value through the implementation of the rules at school by choosing the dimensions of presence and neatness, on the implementation of the order shows that school teaching and learning activities is not maximized. This happens due to lack of optimization of teachers in supporting the establishment of rules consistently; Second; Implementation presence in SMPN 12 Bandung views of punctuality when attending school, students attend school information, student activities conducted at the time of school hours attendance order dimension into forming values that must be owned by the students; Third, the neatness of this D class VIII in terms of appearance is shown in the environment of the school, from clothes, hair, accessories and footwear worn / shoes; Fourth.

**Keywords :** Implementation Rules of Conduct, Student Characters.

**Correspondence.** Email : tiaagustiani96@yahoo.com

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### A. INTRODUCTION

The rules are the rules that must be obeyed by all people in schools as a guideline to behave in accordance with the collective agreement in achieving the goals of the school order. Each learner in the school must study well. One of the efforts of the school to help students to learn well is to instill discipline. To instill discipline, schools make disciplinary rules which must be obeyed by the entire school community, including regulations or rules for the learners. This is as stated in Annex Permendiknas (2007, No. 19) Year of the culture and environment of the school / madrasah point c, at school / madrasah set guidelines that contain rules: First The rules educators, educators and learners, including in terms of using and maintaining educational facilities. Both instructions, warnings, and restrictions on behavior in school- / Madrasah, as well as sanctions for people who violate

regulations. The school rules guidelines for schools to create an atmosphere that is safe and orderly schools that will avoid negative experiences in school. According instructions Minister Education and Culture Date: May 1, 1974, No. 14 / U / 1974, the school rules are provisions governing everyday school life and contain sanctions on violators. sanctions against violator usually done to make the offenders from committing violations at a later time. With the existence of such rules, the school could serve to improve the quality of behavior behavior learners.

Relating to the quality, there is a statement Mulyasa in Widiana (2018) that educators have a role in improving the quality of character "Teachers have an important role in building character, they are not only required to be Able to interpret learning, but the most important is how they make learning as a place of character building and the

individual quality of the students Themselves " In this case I want to explain and describe the role of the implementation of rules concerning the implementation and tidiness influential presence on improving students' character SMP 12 Bandung VIII-D.

Connectedness implementation of rules for social studies lesson is to encourage students to analyze problems containing character values of social concern, the statement in the Journal Khairunisa, Djahiri (in Taniredja et al, 2011, pp. 91), VCT has the advantage of effective learning, the which is Able to nurture and instill values and morals in the internal aspects of the students, Able to clarify and disclose the contents of the material messages delivered, the which will further Facilitate teacher to Convey meaning or message of value, Able to clarify and assess the quality of students 'self-moral values, see the value that exists in others, and understand the moral values that exist in real life, Able to invite, involve; nurture, and develop students' self potential, especially developing potential attitude, Able to provide a number of learning experiences from various life, Able to ward off, negate, Intervene, and integrate various moral values and value systems and morals that exist in a person, giving a picture of the moral values that should be accepted and guided and motivated to live worthy and high morals.

Implementation of the rules schools in an effort to train and establish discipline learners. Discipline as a binding order regularity teachers and learners while school environment and strictly implemented. Discipline learners a a state where the attitude, appearance, and behavior of learners in accordance with the order of values, norms and provisions that apply in school. Implementation of the order is carried out by all the schools involved, including the implementation of a teacher who should run this disciplinary rules as well as possible. As well as the statement put forward by Mustoif,

Sopyan (2018) in his journal that "Education of moral values relates to the Efforts of a person (educator) in Realizing a virtue items, namely the creation of humanitarian good quality for society as a whole. In line with that opinion, Rukiyati & L. Andriani in research models of character education based on local wisdom explained that, "Character education is an effort to guide human behavior toward life values".

Based on the above statement explained that the efforts of educators in shaping the character is one of them through school disciplinary rules. In this case I would like to see the implementation of the order that is being run by the SMP 12 Bandung in disciplining students for shaping the character better. There are many rules that apply rules in SMPN 12 Bandung, such as the rules of attendance, neatness, school activities, student behavior, school facilities, the use of communication tools, etc. The number of these regulations, the author would like to focus on just two regulations namely the implementation of presence and tidiness alone. The reason the authors take Article 3 (time and place of execution of the order), Article 4 (student attendance), Article 5 (neatness students) contained in the rules of conduct SMP 12 Bandung, the three rules that the author wants to describe how the implementation of disciplinary rules the on improving students' character.

## **B. METHODS**

Based on the implementation of this study, to address the problem, used a qualitative approach with descriptive methods. Sugiyono (2017 hlm.3-4) explained that with regard to the data that is not a number, collect and analyze data that is narrative. Qualitative research methods are mainly used to obtain rich data, in-depth information about the issue or problem to be solved. Penelitian qualitative methods using focus groups, in-depth interviews and

participant observation, in collecting data. The reason is because the authors used a qualitative approach starts from the observation of learning activities and learning of students in school and interviews with the school,

In accordance with the qualitative characteristics, that in carrying out this study the author describes or describe the information / data obtained in accordance with the field without deduction and exceeded resulting in findings that can be structured to address issues that will be studied.

Locations used in this study is the SMP 12 Bandung at Jalan Dr. Setiabudi No. 195, Village Gegerkalong, Sukasari subdistrict, Bandung, This location was chosen because it coincides with the implementation of PPL activities undertaken by the author. In this study, the number of research subjects as follows:

**Table 1. Informants**

Informant	Informant Name	Total
Homeroom teacher	Mrs. Rina	1
teachers Counseling	Mrs. Andilla	1
Teacher IPS	Mrs. Rahmi	1
8D grade students	a. Cinta Wardyanti b. Melsy c. Obar d. Rivaldi e. Naia	5
Total		8

Data collection techniques in this study include:

1. The interview, conducted in depth (in-depth interviews) on students as research subjects.
2. Observations, carried out with due regard to learners' behavior, activity, and supporting data research that student class attendance list, the list of violations of the student.

3. Documentation study, conducted through the analysis of documents such as student attendance and recaps recap student violations, document order and discipline violation points.

Miles and Huberman in Sugiyono, (2012, p. 246) suggest that activity in the qualitative data analysis performed interactively and continues over time to completion, authors analyzed data from multiple data collection techniques that have been done (interview, observation and documentation) to be able to answer all the problems the focus of this study.

- a. Data reduction

At this stage, the data were found to be reduced then categorized and summarized. Bekaitan and given meaning by growing interest in the application of IPS read GLS, making it easier for researchers to look for other sources.

- b. Presentation of data

Presentation of data presented in narrative form or a report in accordance with research data obtained and described according to the research problems.

- c. Interesting conclusion (Conclusion / Verification).

This conclusion derived from the essence of the answer to every focus of the problem. It is intended to facilitate the reader to take the mother staple of the research that has been done.

## C. RESULTS AND DISCUSSION

### 1. Presence of Students in Class of 8-D SMPN 12 Bandung

Based on the acquisition of the table if spelled out in detail the level of full attendance of July, August, September, gained 17 votes. And the rest is not present with the information Alpha numbering 12 people, 37 people ill and permits 6. In accordance with the above table of data acquisition that learners are absent due to illness with the number 37 more than the learners were negligent and izin.

Attendance in class VIII D is still lacking for comparison of absenteeism of students more than the number of participants students who attended. And there were two students who really needs special attention from the teacher and the guardian class BK. Of the number of absent due to illness acquired by learners Rivaldi (RV) with the acquisition of the amount of 8 times absent. RV includes a passive learners when in the classroom, and often skipped school because they were suffering from skin diseases. In any class RV looks lackluster and often came home when school hours.

According to homeroom, RV is indeed the behavior of the teacher is good, its presence must be considered. Homeroom and BK communication with parents related health problems experienced this RV. Skin diseases in hand filled with pus that caused him to skip school because it is difficult to write. In addition to RV also quite large quantities are also obtained by learners Cahyadi (CH) by the number of absences 6, hospital 5 times, and one time Alpa. According to documents obtained by investigators every week there is always a bolosnya. Homeroom have contacted the parents and parents testified that CH has a fever and stomach acid so that the disease often relapse and CH and cause CH absent. CH This includes students who are passive as well, but to do schoolwork she diligently working on it. For more learners absences within a period of 3 months is still within reasonable limits. And for these two learners RV and CH have been given special treatment through communication with parents and homeroom teacher coordination with BK.

From the number of students in grade VIII D 39 people and are always present and never miss school there are 17 people, and who are absent more about 22 people with a wide variety of reasons for each. Total absence of this negligent most amount obtained by Adhitya (AD) with 3 times the number of missed school. This AD also has received

special attention from the teachers concerned. But the consequences provided by the school to him has not been granted. AD that looks cool in class, and lacked the spirit in academic terms often are often given advice by his teacher, and sometimes when he misbehaves frequently scolded also by other teachers. Overall absenteeism of learners still safe limits,

Based on the above presentation, the fact that there is a field with the data obtained from the counseling teacher explained that BK make their own attendance book distributed to each class in order to make it easier to check the presence of learners every day. Usually the checks carried out every single week were distributed to every class to note the presence of students, after that every secretary in charge of attendance reassemble the attendance to the room BK morning and after being checked by the teacher BK class representative before taking back the attendance already collected , BK teachers check attendance every class. Usually when there is a child whose absence is pretty much about 2-3 times without explanation, BK teacher homeroom confirm first with the situation experienced by learners, and then do the calling of learners by teachers BK. Besides teachers BK confirm parents of students had about the truth of the reasons used by the learners. For direct repressive usually BK cooperate with homeroom and kepeserta upbringing, because the task BK only as guiding and counseling for learners, if the provision of the act already ranahnya Kepeserta upbringing. According presented by kepeserta upbringing similar to that described by BK teacher, but here dibedakannya is Kepeserta upbringing does not have attendance file learners who does only limited checking learners who have problems just with his presence. New and coordinated with the homeroom teacher BK. Meanwhile, as has been mentioned before that kepeserta upbringing should have the data also kepeserta upbringing must accurately assess

the level of presence and absence of learners as a whole and be able to analyze and present them in the form of graphs or tables. For homeroom themselves the Civics teachers have their own way to roll learners by lining up before attending classes then while diabsensi. According to him, in this way makes it easier to memorize the names of students who annually are always random class. He explained that it's becoming a homeroom teacher should have more concern for the learners themselves, because when the school had become his responsibility.

Based on the explanation above explanation can be concluded that the number of learners full attendance less with the number 17 and who ever is not present around 22 people. But the overall number of absences is still within reasonable limits in the sense not problematic, and there are two learners in class VIII D that needs special attention is CH and RV which already exceeds the number of absence. RV that the number of pain 8 times in countless sick and 1 alpha. Absence gained more by reason of illness. With so to issue order handling rules violations in the form of presence there is still no action from the school, because they are sick they can be understood by the teacher.

## **2. Neatness Level Students in Class of 8-D SMPN 12 Bandung**

Observations are found, the violation types of clothing such schools should be included in the pants suit on Monday, Tuesday and Wednesday only done at the moment the first hour. After an hour between classes or get prayer time, some learners began removing clothes with sultry and hot reason, the regulation on this shirt to school. As the results of interviews with learners OB and RV them are male learners where, according to the interviews they often abuses in dress. The reason they like it because of his frequent out, so lazy to dibenerin again. For in the beginning of the first hour it still looks

neat, but for dijam-hour lunch to school often out her clothes, because activities that often here so it's like that. They often frequent a strike of teachers and immediately clean up the clothes back when reprimanded. But it only lasted for a few moments later will back his clothes out.

Shoes, socks, often violated by learners. Most of the abuse problem is the learners' shoes girls from class VIII and IX. Then the researchers conducted in-depth interviews with the class that researchers choose to take 5 learners to do the interview. Some of them had indeed been violated or frequently violated disciplinary rules especially for neatness. As proposed by ME learners this woman she always folded his arms were up, the reason he did it was because lenganya extension and to overcome it by means of a folded, researchers asked and advised to cut only the arm to fit, but he reasoned if his arm was cut fitting his fear will not be used to grade IX later. Not only that socks worn too short, with a yag same reason it was done to make it comfortable when worn. According to ME when doing like that, he seldom or never even get a reprimand from a teacher or get penalized with a given point violation. ME did not know the reason teachers do not reprimand, whether because it does not look or maybe it is the teacher does not care. Since we never get a strike due to his Legan folded it becomes a habit ME with the same violations that feels comfortable. The reason given for the shoe shredded, wet and lost. Violations white shoes also less noticed by teachers picket because there are students who wear open shoes are prohibited. with yag same reason it was done to make it comfortable when worn. According to ME when doing like that, he seldom or never even get a reprimand from a teacher or get penalized with a given point violation. ME did not know the reason teachers do not reprimand, whether because it does not look or maybe it

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These types of violations are the rule prohibiting hair learners nourishes the hair more than 2 cm. based on observations, the findings are still some students who maintain hair until more than 2 cm. most of which maintain the hair was done by grade 3 because it is no longer going to pass. For learners who obtained her hair more than 2 cm at the time of the examination will be directly cut class or in tokka language learners. Violation of neatness especially hair was rated by some learners are less well because they interfere with the convenience of studying the reasons that hair not want to learn but. Supervision neatness of the hair makes the learners fear for continuously monitored by teachers of subjects during the learning process.

Conditions of use of accessories that are not allowed to learners wear excessive jewelry, it is based on information obtained from Master BK that when the school environment are prohibited from using accessories such as jewelry or anything like that with redundant. Moreover, for this type of gold jewelry that is prohibited because it feared would invite crime or invite unwanted

event that the school will be held accountable. Not only that, the school educates learners to be a simple life with clothing or uniform appearance, so look no distinction strata example as learners who are and are not. We teach that in school it's all the same when undifferentiated, so that learners can be mutual respect among his friends at school.

With the facts that occurred in the field according to BK, kepeserta upbringing and homeroom for children who do not obey the order, especially in terms of neatness of appearance clothes, hair, footwear / shoes are usually the schools especially every teacher concerned usually like reprimand, not all of them can be considered one by one penampilannya but are invisible to the eye directly obtain verbal warning, when it was a strike directly next day still consider whether the behavior had changed or not. Usually one to three times the learners get a strike, BK reported directly to kepeserta upbringing to be given the proper handling of such learners agar can change behavior. According to the views of teachers and learners are generally the same, there are learners who violate disciplinary rules regarding tidiness was given only limited action reprimand only. Thus the results of interviews students were not all teachers were reprimanded and provide a deterrent effect as giving konsekuensi / penalties on students who violate that this will have an impact on learners who often underestimate about kerapihannya. Because of clear and firm action was still ignored by teachers. While not every teacher concerned about the enforcement of rules as proposed by the teacher BK are also in an interview that the eraser people have different characters. But it is different according to the vice principal's discipline kepeserta he mentioned that back again giving warning that the teacher concerned, if teachers are not comfortable going to learners who violate that he is

entitled to immediate penalties. Every teacher is different in how to handle any problems experienced by learners. The school provides very avoid punishment but corporal punishment whose name is synonymous with violence. Look at some facts and data obtained by researchers is the role of the school to be consistent in enforcing the rules is still very lacking, coordination or support from all sides not only teachers are concerned it is still less able to work together, so that each teacher treatment is not the same impact on students who make them often overlook and be neat just to certain teachers. Every teacher is different in how to handle any problems experienced by learners.

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Based on the above presentation, it can be concluded that the degree to neatness in SMPN 12 Bandung is still lacking, because of the many violations committed by learners

is based on a lack of firmness of teachers in applying the rules of conduct in this neatness. Not only that investigators look for neatness of dress is rarely noticed by the teacher and the consequences that the teacher is still inconsistent. Though dibuatkannya point violation if there are learners who break the rules, but in fact the point is not used, causing learners ignore and underestimate.

### **3. Impact of Conduct for Improving The Main Characters in Class of 8-D SMPN 12 Bandung**

Schools are educational institutions which are created by the community to provide lingkungan learning and learning space for learning and teaching as well as a place to receive and give lessons. The learning activities organized to form the character / characters, build the knowledge, attitudes and practices to improve the quality of life of learners. Efforts character formation for students of junior high school should be carried out continuously to improve the character as well in order to form citizens with character better and competence higher and resilient capabilities because good character is one of the fundamental attitude of mindset and behavior to achieve success a better life. Then it should schools prepare their students better character which upholds the culture and ethics as the provision of social life, state and nation in the future.

The school, which is the center of cultural development that adi superb improvement of discipline and order in the school environment is very important, because it is often the case a breach of discipline and order were carried learners. Therefore, discipline and order needs to be set in an order which we call the school rules. because it is often the case a breach of discipline and order were carried learners. Therefore, discipline and order needs to be set in an order which we call the school rules. because it is often the case a breach of discipline and order were

carried learners. Therefore, discipline and order needs to be set in an order which we call the school rules.

School culture is good and conducive to support each individual in educational institutions. Lickona (1996) considers that the actions of destructive and irresponsible committed young people, such as crime, drug use and premarital sexual behavior is caused by the lack of good character. Unlike the character of the school environment is not good learners when the child behaves contrary to the norms that apply in school. In the world of education, educators have a lot of effort to overcome the unfavorable behavior of the learners in the journal Borba Suyanto eg tighten rules and supervision, set the proportion of learners and number of classes, taught how to resolve conflicts and association. But it often has not worked and the learners are still exhibit behaviors that are less in line with expectations. Appreciation of the values of life became the basis of the formation of human character. Therefore it is proper character education is a central issue for the educational process is implemented in schools at all levels.

Character education must be believed to be a continuous process through awareness and familiarity. In accordance with the stipulation of KDP by Kemendikbud in terms of strengthening character education in schools that the PPK program is the educational programs in schools to strengthen the character of the students through the harmonization (though the heart, though the flavor, though the thought, and sport with the support of civic engagement and cooperation between schools, families, and communities, which is part of the movement nasional mental revolution (GNRM) also presented the urgency of the KDP to 1) development of human resources that serve as the foundation of nation-building, 2) Skills 21st Century required learners qualities of character, basic literacy and competence 4C in order to achieve



excellence Golden Generation 2045 competition, 3) the tendency of degradation condition of morality, ethics, and morality. With the program issued by Kemendikbud to improve the character of learners author hooking role through the implementation of school rules, attendance of learners, and learners neatness that affect the 5 main characters of the KDP. The order made has two goals: specific objectives and a common purpose. In particular has a goal so the principal can create a conducive atmosphere for all people in schools, so that teachers can implement optimal teaching and learning and to create cooperation among the parents with the school in the task of education. While the purpose of the general that is for the implementation of the curriculum as well as to support improvement in the quality of education in schools. He made the rules binding all parties involved in the school, including disciplinary rules applicable to learners. Imposed regulations are mandatory to comply and if it violates these rules then have to accept the consequences given. As was stated by Sudrajat, (2008, p.

Based on the results obtained by the author through interviews and observations that have been made clear that the characters you see in the SMP 12 is still less powerful or weak. Unrealized 5 main characters with imposed a discipline because the purpose of discipline in schools has not functioned well by the school, referring to the specific purpose of which is "made rules so that the principal can create a conducive atmosphere for all people in schools, so that teachers can implement teaching and learning in order to create optimal and cooperation among the parents with the school in the task of education "actually contained the field state that a teacher or educator can not create a conducive atmosphere, due to lack of consistency of teachers in performing this disciplinary rules, as not all teachers have the awareness in terms of realizing the implementation of the rules

very well, only a few teachers who implement and act decisively to implement this regulation, this is due to not having a sense of responsibility to discipline and a responsible only task BK, Kepeserta upbringing where there is a duty and obligation to handle the rules official.

The teacher's role here is less functioned well, with good cooperation to realize common goals. Because through the cooperation of all parties involved in the school that facilitate the implementation of the order to improve the character of learners in accordance with 5 main character value. only a few teachers who implement and act decisively to implement this regulation, this is due to not having a sense of responsibility to discipline and a responsible only task BK, Kepeserta upbringing where there is a duty and obligation to handle the rules official. The teacher's role here is less functioned well, with good cooperation to realize common goals. Because through the cooperation of all parties involved in the school that facilitate the implementation of the order to improve the character of learners in accordance with 5 main character value. only a few teachers who implement and act decisively to implement this regulation, this is due to not having a sense of responsibility to discipline and a responsible only task BK, Kepeserta upbringing where there is a duty and obligation to handle the rules official. The teacher's role here is less functioned well, with good cooperation to realize common goals. Because through the cooperation of all parties involved in the school that facilitate the implementation of the order to improve the character of learners in accordance with 5 main character value. Kepeserta upbringing where there is a duty and obligation to handle the rules official. The teacher's role here is less functioned well, with good cooperation to realize common goals. Because through the cooperation of all parties involved in the school that facilitate the implementation of the

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School environment to learn about the character forming education by training one's personal habits through disciplinary rules which familiarize learners to live disciplined and orderly. One can not be good without being trained, educated, and socialized. So with the character education as a forum to help develop the character and form good personal. Similarly, for the formation of a child's character, it takes time and commitment of parents and schools or teachers (if prioritize this) to educate children to be individual character. It takes effort, time and love of the environment which is where he grew, love herein should not be mistaken spoil. If we are abiding by this process then the impact is not to our children, for we too have a positive impact, at least characters patience, tolerance, able to understand the problem from a different angle, discipline and integrity (the same words and actions) shining on us as parents or teachers. Remarkably, the process is doing a good job for parents, teachers and children if we are committed to the process of the formation of character.

#### **D. CONCLUSION**

Implementation rules (presence and neatness) SMPN 12 Bandung not optimally applied to learners, seen from the many students who do not obey school rules that have been set. Answers from all the above problems can be focused on that cooperation and the consistency of all the schools involved have been carried out to the maximum. The

key in the implementation of this order, is a consequence of the intervention schools had more berinisiatip in an effort to instill moral values and character of the learners while the school environment, whether it was at the time teaching activity takes place and outside pembelajaran.

Implementation of the presence of learners in SMPN 12 Bandung VIII D is quite good. Evidenced by the attendance recaps describe the presence of students who are absent without explanation quite a bit, but it also contained only 2 learners who have problems with attendance because too often skipped school. But this can still be resolved by the teacher. Still the cooperation between the teacher concerned parent, Guardian Class, and BK.

Tidiness level Students at SMPN 12 Bandung is still very poor, based on the answer has been I have found that this is due to lack of action from teachers for students who violate these regulations as well as the lack of power of being the cause of many learners underestimate.

Characters discipline learners when getting the intervention of the school into a force that can influence the behavior of learners school environment. This cooperation is carried out not just run the rule strictly run by the school, but expected that the commitment should be maintained properly.

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