
CULTIVATION THE CHARACTERS OF DISCIPLINE AND HONESTY THROUGH THE CLASS AGREEMENT BULLETIN BOARD

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Abstract

This research aims to describe the application of a class agreement bulletin board to foster the values of discipline and honesty. This research employed a qualitative method with a case research design conducted at MI Muhammadiyah Karanglo. The research participants consisted of six students from class V and the homeroom teacher of class V. Data collection techniques included observation, interviews, and documentation. Data analysis techniques involved data reduction, data presentation, and drawing conclusions. The research findings are as follows: (1) The application of the class agreement bulletin board consists of 10 mutually agreed-upon rules, with consequences for those who violate them; (2) The implementation of the class agreement bulletin board effectively fosters the values of discipline and honesty through daily practice; (3) Challenges that arise include differences of opinion, internal student factors, and insufficient supervision from the teacher. The proposed solution is to conduct weekly evaluations. Thus, this research concludes that the application of the class agreement bulletin board functions effectively on a daily basis, fostering a sense of discipline and honesty among students at school. This is evidenced by the students consistently adhering to the rules and carrying out the agreed-upon consequences.

Keywords

Bulletin Board, Class Agreement, Discipline, Honesty, MI Muhammadiyah Karanglo



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INTRODUCTION

Education is a container for providing services in developing the potential of learners, adapting to the environment, needs, and instilling character. One of the successes of education lies in the quality of character education provided to learners. Character education is the process of imparting knowledge by directly instilling morals, behaviors, habits, ethical values, and noble virtues. Character education is the process of imparting knowledge by directly approaching the cultivation of morals, behaviors, habits, ethical values, and noble virtues. Character education can be obtained anywhere and from anything. Character consists of three interconnected aspects: moral knowledge, moral feelings, and moral behavior. This means that good character is demonstrated by knowing what is good, desiring what is good, and doing what is good (Linkona, 2022). The school serves as the primary space for strengthening students' character. Schools are committed to building a culture of character, as evidenced by their main vision and mission (Yani et al., 2020). The cultivation of character should be provided as early as possible, specifically from the elementary school level. Primary education plays a determining role in students' developmental potential. Character education holds a significant role in shaping individuals for the future.

In the school environment, character education can be challenging to develop, particularly when it comes to instilling discipline. Discipline relates to an individual's self-control in adhering to various forms of rules. Therefore, in cultivating discipline as a character trait, the implementation of rules within the environment is necessary (Annisa, 2018). The character of discipline becomes a necessary trait for learners to adapt well to their surrounding environment. Students can be provided with guidance, direction, and teachings to become what is desired, thus cultivating awareness to behave well. Another positive trait that will emerge is honesty. The attribute of discipline will instill honesty in students (Munif et al., 2021). Honesty is an attitude or statement of an individual that is spoken in accordance with what truly happened and is based on facts. Efforts to implement and develop this character trait are carried out through character education created within the school environment, starting from the overall classroom environment and management. Discipline and honesty need to be instilled in students to prepare their mindset for becoming better individuals.

Teachers play a crucial role in classroom management. As role models to be emulated by students, teachers must exhibit good attitudes. The accuracy or policies implemented by teachers toward students have an influence on their behavior, as there is constant interaction between

teachers and students on a daily basis. Teachers often communicate directly with students during the learning process, allowing the strategies used to instill the characteristics of honesty and discipline (Julia & Ati, 2019). Teachers can provide guidance regarding student discipline in the classroom, student relationships with their peers, and student interactions with the teacher during the learning process. Essentially, teachers act as a learning community with moral values. They design appropriate management strategies to implement character education for students. The emergence of honesty as a character trait is influenced by the wisdom of rules and the recognition of the importance of such an attitude. Therefore, there is a need for a shared agreement in determining the accuracy of character cultivation to achieve the desired goals.

The use of a class agreement notice board, which contains written rules that have been agreed upon through mutual deliberation, is employed. By implementing the class rules, there is clarity regarding permissible and prohibited actions, as well as the sanctions imposed when rules are violated (Wuryandani et al., 2014). When establishing class rules, it is important to involve students in the process. The class teacher guides students in engaging in deliberations to reach a class agreement, ensuring that the decision-making process is conducted in a conducive manner, considering that students' emotions are still unstable. Students' emotions, when communicating with adults, still have an impact on the development of empathy, and they are still in the process of learning to understand restrictions. Students can be given guidance in determining permissible and prohibited behaviors without singling out the behavior of each individual student. During the deliberation process to reach an agreement, students should also be taught to respect classmates with different opinions and develop their thinking abilities.

Several relevant studies regarding character education in this research indicate that the cultivation of character values can be implemented and integrated into the school culture. Some values that can be fostered in schools include honesty, responsibility, discipline, and caring for others (Palupi Putri, 2018). The aforementioned research did not specifically explain how school culture is applied in character education. Therefore, the researcher will conduct a specific investigation through the use of a class agreement notice board. The second research explains that the research findings indicate that school principals and teachers have developed a school program consisting of routines and school culture related to religious values, honesty, diligence, discipline, and responsibility (Amazona, 2016). The third research, with its findings on the formation of student character education oriented towards Higher Order Thinking Skills (HOTS), can be implemented in

accordance with the learning achievement targets. The character values formed include discipline, religiosity, responsibility, and honesty (Rahayu et al., 2020). The research mentions several character traits, but in this research, the researcher will focus on the characteristics of discipline and honesty. Furthermore, research conducted by Hasan Basri reveals that the cultivation of discipline and honest character traits requires active participation from parents in school programs and classroom initiatives aimed at character education for children in schools (Basri, 2016). Other relevant studies indicate that in instilling the value of discipline, students are more likely to accept it when they personally experience the character value through daily classroom activities, such as creating shared agreements (Anisa & Jerusalem, 2019). The research explains the implementation of a classroom program. The unique aspect observed in this research is the utilization of a class agreement notice board and the focus on instilling the characteristics of discipline and honesty.

The issue observed among the 5th-grade students at MI Muhammadiyah Karanglo is related to character development, as there are still several students who lack discipline and honesty, both in school and within the classroom. Instances of undisciplined behavior among students include frequently forgetting to bring their textbooks and neglecting to complete homework assignments. Additionally, concerning honesty, there are students who disturb their peers by hiding their belongings, such as pencils and erasers, and when questioned about it, they deny their involvement in hiding those items. This is due to several factors that influence students' behavior, particularly social factors. Social factors occur within the school environment, where the school administration may not pay sufficient attention to character education through classroom management. Students are only familiar with the general rules that have been established by the school for a long time, whereas each year and even each class may have specific character traits that need to be developed. This indicates that the school principal has not been firm in character development. The lack of prioritization and reinforcement in the school principal's policies serves as a hindrance to character cultivation (Rohman, 2018). Rules that are only conveyed orally by teachers make students perceive them as trivial and also feel ashamed to speak the truth. Students who frequently violate rules tend to behave as if they have authority and often lie when they have problems with their peers. These small violations become habitual behaviors, leading to a disregard for the importance of adhering to rules.

The common forms of violations committed by 5th-grade students include issues related to discipline. These include not wearing the required accessories such as belts, some students not

completing their homework assignments, walking around the classroom while the teacher is conducting a lesson, hiding their classmates' belongings, and a lack of awareness regarding the existence of rules. The school takes certain measures to address students who violate the rules. They enforce discipline by implementing punishments, such as making students who fail to bring complete accessories stand in front during ceremonies. Inside the classroom, the class teacher typically reminds and advises students to behave with discipline and honesty. If a student's behavior exceeds the limit, they will be called to the teacher's office for counseling and guidance, where the teacher helps them recognize their mistakes and engage in self-reflection. Teachers are also given the freedom to manage their classrooms or implement innovations in character education to foster the growth of character traits in students. Teachers with creativity and effective classroom management skills will achieve success in shaping positive attitudes and personalities in students (Widyaningrum & Hasanah, 2021).

The 5th-grade teacher at MI Muhammadiyah Karanglo, implements a class agreement notice board to instill the characteristics of discipline and honesty. This serves as a reference for instilling discipline from an early and mature stage. The teacher's innovation of using the notice board as a classroom management tool aims to address the decreasing levels of discipline and honesty among students. Therefore, a strategy is needed to cultivate discipline in students, which involves the implementation of a class agreement notice board. This indirect approach not only fosters discipline and honesty but also promotes values such as teamwork, critical thinking, and mutual respect in reaching shared agreements. Based on the identified issues, the researcher is interested in conducting research titled "Cultivation the Characters of Discipline and Honesty through the Implementation of a Class Agreement Notice Board." This research will examine the implementation of the class agreement notice board in fostering discipline and honest character traits.

The aim of this research is to describe the implementation and execution of the class agreement notice board, as well as to identify the obstacles and solutions encountered during the implementation of the class agreement notice board in fostering discipline and honesty character traits. This research holds theoretical benefits as it is expected to enhance insights and knowledge regarding innovation in cultivating discipline and honest character traits. Additionally, there are practical benefits for students as they are expected to develop discipline and honest attitudes by adhering to the agreed-upon rules on a daily basis. For teachers, the implementation of the class agreement notice board can serve as a reference in fostering discipline and honest character traits.

Additionally, for the school, it is hoped that the implementation of the class agreement notice board can be applied and developed in all classes. Furthermore, this research provides knowledge on how to cultivate discipline and honesty attitudes through the class agreement notice board, which creates a conducive classroom environment and promotes students with strong character traits.

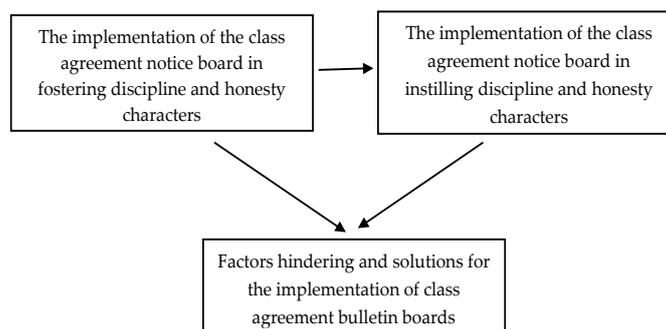
METHOD

This research is qualitative in nature, adopting a case research approach at MI Muhammadiyah Karanglo. The researcher explores the phenomena related to discipline and honesty character traits in the school. Case research is a research method that examines an individual or a group over an extended period of time (Sari, Mila, 2022). The research data consists of the process of instilling discipline and honesty character traits, as well as data regarding the class agreement notice board. This research was conducted at MI Muhammadiyah Karanglo, located at Karanglo, RT.007/RW.001, Guli, Nogosari, Boyolali. The data collection techniques involved observation, interviews, and documentation. During the observation phase, the research was conducted from January 15th to March 20th, 2023. In-depth interviews were conducted by the researcher to obtain concrete information, with six students and the 5th-grade homeroom teacher being interviewed. The documentation includes the teacher's records, pictures of the class agreement notice board, and other documents related to discipline and honesty during the implementation of the class agreement notice board. Data analysis in this research follows the Miles and Huberman model, involving data reduction, data presentation, and conclusion drawing. In data reduction, the researcher presents the internalization of discipline and honesty character values, as well as data on the class agreement notice board. The data analysis entails a critical examination of the instillation of discipline and honesty character traits and the data related to the class agreement notice board at MI Muhammadiyah Karanglo using relevant theories.

FINDINGS AND DISCUSSION

Findings

The class agreement notice board was created by the 5th-grade teacher at MI Muhammadiyah Karanglo, to implement the characteristics of discipline and honesty. The notice board was established at the beginning of the second semester. From the research findings, three stages were identified and are presented as follows.

Figure 1. Research Results Framework

The Implementation of the Class Agreement Notice Board in Fostering Discipline and Honesty Characters.

In the implementation of the class agreement notice board, the researcher observed how it was created by the 5th-grade teacher and students. The class agreement would consist of several rules or norms that should be followed by the class members. Based on the observation results, it was observed that the creation of the class agreement notice board started with the teacher providing origami paper to each student. Each student would then write down their opinions about two rules that should be followed in the class. The students carefully determined the rules that needed to be implemented. However, some students found it difficult to make decisions due to fear of making mistakes. The teacher immediately provided clarification that every rule suggested by the students was considered good and correct. Next, each student would read out the rules they had written one by one, encouraging them to express their opinions. The teacher would write down the rules on the whiteboard as proposed by each student and filter out any duplicates or similar rules. Once all the rules were listed, a representative from the students would read them out one by one, and together with their classmates, they would agree upon the final set of rules.

The teacher and students also established the consequences for violating the rules. The agreed consequences were either a fine of Rp2,000 or the memorization of a randomly selected surah from Juz Amma, with the surah chosen by the homeroom teacher. Therefore, the class rules reached a mutual agreement. Moving on to the decoration phase, the students were provided with materials such as markers, glue, origami paper, and cardboard. Together, they creatively and attractively designed the class agreement notice board to make it visually appealing. In the final stage, the notice board would be signed by the homeroom teacher and the class representative as a sign of agreement. The students appeared actively engaged and enthusiastic in creating the class agreement notice board, openly expressing their thoughts and concerns in determining the class agreement. The

following are the documented results of the class agreement notice board created by the 5th-grade class.

Figure 2. The class agreement notice board.



The class rules agreed upon by the 5th-grade students align with the cultivation of discipline and honesty character traits in each rule point. There are ten rule points that have been agreed upon by the students, namely: arriving five minutes before the bell, fulfilling class duties, completing homework assignments, not leaving the classroom during class time without permission, not littering and not violating rules, not cheating, respecting one another, admitting mistakes and speaking the truth to everyone. If any student violates these rules, they will be reminded and required to face the prescribed sanctions or consequences. Students who violate the discipline aspect of the class agreement will be fined and must pay the amount to the treasurer. For students who violate the honesty aspect, such as lying, they will be assigned the punishment of memorizing a surah and reciting it to the homeroom teacher.

The Implementation of the Class Agreement Notice Board in Instilling Discipline and Honesty Characters.

The implementation of character development through the class agreement notice board is carried out by students under the supervision of the teacher. Every day, students engage in learning activities and exhibit good behavior by following the agreed-upon rules. This is demonstrated by students consistently arriving at school on time. Students depart from their homes to school around 06:30 AM, and each day they develop the habit of leaving early and making an effort to arrive on

time, allowing them to have time to play before the start of the lessons. The teacher observes the students' discipline in arriving on time and consistently taking attendance at the beginning of the lesson. Additionally, the students complete their assignments punctually. This can be observed as the teacher consistently sets deadlines for assignment submissions, both for tasks completed at school and those completed at home. As a result, students are able to manage their time effectively and develop self-discipline.

Based on the interviews with the teacher, it was found that the class agreement regarding discipline is frequently violated by students when they leave the classroom during class time. Students often leave the classroom for various reasons, such as using the restroom or purchasing stationery at the cooperative store. The teacher allows students to leave the classroom during class time, provided they seek permission in advance and are limited to only one instance of leaving during the lesson. From observations, it can be seen that the same person is consistently leaving the classroom every day. During the implementation of the class agreement notice board, the class representative and their classmates will remind and reprimand the student who frequently leaves the classroom.

Furthermore, the character of honesty is also formed by adhering to agreements. This is evidenced by students who do not cheat when completing assignments. The teacher states that this behavior serves as a reference for students to become accustomed to being honest and trusting in their abilities. During the learning process, when assignments are given, students work on them independently without looking at their peers. If there are difficulties, some students ask the teacher directly, while others choose not to do so. Students also express that cheating is not good behavior and harms others if caught, indicating that they already have an awareness of the importance of being honest. The teacher also explains that grades are not everything, but with honesty, one can achieve everything. With this in mind, students are motivated to always behave honestly. The teacher and students also create a comfortable classroom environment by respecting each other, as demonstrated by students greeting the teacher when entering the classroom, following their instructions, and refraining from using harsh language with their classmates.

Some important aspects that are significant agreements in the classroom are students being brave enough to admit their mistakes. This agreement is also included in cultivating an attitude of honesty. From observations, it can be seen that the factors influencing students' reluctance to admit their mistakes are fear and embarrassment when apologizing to others. This is why it is necessary

to instill such character development so that students become accustomed to acknowledging their mistakes. Based on observations, students were seen teasing each other, and one of them even cried. This made the student feel guilty, prompting them to immediately apologize by admitting their mistake. The student stated that after apologizing, they felt happy and relieved. Admitting mistakes is one of the class agreements, which automatically encourages students to speak honestly through applied biasing. Students who violate the rules also consistently face the consequences agreed upon. There is a record for students who break the rules, written by the secretary, usually, the class leader or their peers, who will address the aspects that were violated. The teacher also constantly reminds everyone to abide by and respect the class agreements that have been established. Additionally, the teacher sets a good example for the students.

Factors Hindering and Solutions for the Implementation of Class Agreement Bulletin Boards

The obstacles that arise in its implementation are, firstly, during the initial creation, there are differences in opinions among students when determining the rules through deliberation. Another factor is the individual behavior of students in adhering to the rules, such as students who frequently arrive late to school due to having a long breakfast or forgetting their books. This occurs because each student has different characteristics. Additionally, teachers also face challenges, such as insufficient monitoring of students' progress, resulting in some agreements not being followed by the students.

The observation results also indicate that the solution implemented by the teacher is, in cases of differences in opinions among students, the teacher provides explanations regarding the establishment of rules and creates a conducive classroom environment to reach a collective agreement. Furthermore, the teacher conducts evaluations regarding its management aspect. Evaluations are carried out every Friday after school. The teacher evaluates several aspects, such as identifying which students frequently violate the rules and which rules are commonly violated by the students, as well as monitoring the development of student's character. Subsequently, the teacher reminds students who have not adhered to the class agreement properly. Actions are taken to ensure that students are accountable for what they have agreed upon, which is by implementing the predetermined consequences.

Discussion

The Implementation of Class Agreement Bulletin Boards in Fostering Disciplined and Honest Character

The process of creating a class agreement bulletin board begins with deliberation between the teacher and the students. The teacher provides origami papers to the students to express their opinions on the rules to be established. Once the students and the teacher have reached a consensus regarding the class rules or norms, the next step is to create the bulletin board. The bulletin board is created by attaching the origami papers to a cardboard sheet and decorating it in an appealing manner. The students show enthusiasm during the creation process, as evidenced by their critical expression of opinions, their learning to respect and accept the opinions of others, and the establishment of good cooperation within the class. This indicates that there are various forms of values that can be taught in schools, such as honesty, fairness, tolerance, self-discipline, cooperation, empathy, hard work, truthfulness, and a democratic attitude (Linkona, 2022). Therefore, through the creation of class agreements, many implicit characters emerge spontaneously in students. The class agreement bulletin board with class rules serves as a different medium, as demonstrated by the process of its creation. Class agreements are made collectively by students and teachers, whereas class rules are solely established by the teacher. Nevertheless, both serve the same purpose, which is to ensure effective classroom management. A class that has good and creative classroom management fosters positive outcomes and provides a comfortable environment for students. The character education instilled through class agreements aligns with what is stated in the Lesson Implementation Plan, which includes the character traits of discipline and honesty. The teacher has the authority to create class agreements that focus on character values (Kemendikbud, 2017). The class agreements are created by the teacher both orally and in written form, in the form of a bulletin board. By utilizing written rules, students will have a higher level of academic discipline compared to classes that rely on unwritten rules (Setyanta, 2013). The written rules make students feel that the regulations must be adhered to.

The implementation of educational methods in education should also be determined by making the appropriate choices, as suggested by the prominent Islamic philosopher Ibn Miskawaih, who mentioned that there are various approaches that can be employed in education, such as threats, admonishment, punishment, and physical discipline. This means that students who fail to adhere to the taught values can be subjected to various sanctions in order to restore them to the

established moral order (Mulia, 2019). The implementation of the class agreement bulletin board is accompanied by sanctions or consequences that are mutually agreed upon by the students, thereby fostering a sense of responsibility in the students. There are two established consequences, namely, a monetary fine and memorizing a section of the Qur'an (specifically Juz Amma). The imposition of consequences through fines is intended to reinforce the strictness of the rules and discourage or reduce negative behaviors in students. Additionally, teachers also provide admonishments to students who exhibit undisciplined behavior and dishonesty in order to emphasize the importance of following the rules. Teachers will gradually observe changes in students' behavior. The presence of consequences helps train students to make choices in their behavior (Banoet & Tangkin, 2022). Positive consequences can strengthen a behavior, which refers to providing positive consequences to develop students' behaviors. This approach will also foster a sense of responsibility in students by adhering to the agreed-upon rules. The implementation of consequences is the responsibility of the class leader. The class leader plays a crucial role as the person accountable for the implementation of class decisions. The class leader is responsible for creating a conducive learning environment by organizing and managing classmates to be ready for learning and maintaining a harmonious classroom atmosphere (Purnomo & Aulia, 2018).

Several rules that have been agreed upon by class V encompass aspects of discipline and honesty. According to the research findings, there are 10 points of rules that have been agreed upon. Students who adhere to the class agreement will foster a disciplined attitude, such as arriving 5 minutes before the bell, fulfilling their assigned duties, and completing homework. The cultivation of honesty can be seen through students who refrain from cheating, show respect to one another, and are willing to admit their mistakes. The implementation of the class agreement bulletin board is also a form of good classroom management. Classroom management activities that integrate character values include the implementation of class agreements (Yuliana et al., 2019). The teacher provides students with the freedom to behave within the guidelines of the class agreement that has been established. Proficiency in classroom management has a positive influence on the learning process (Kurni & Susanto, 2018). The teacher provides an idea, and it is the students who implement that idea, allowing the aspects instilled through the idea to be achieved according to the objectives. The idea being referred to here is the implementation of the class agreement bulletin board. This demonstrates that the implementation of character education greatly requires good collaboration among the school principal, teachers, students, and parents, so that character can be effectively

implemented both within the school and in the surrounding community (Fatimah Sidiq & Dede Darkam, 2022).

The Implementation of the Class Agreement Bulletin Board in Instilling the Characteristics of Discipline and Honesty

The implementation of the class agreement bulletin board is well followed by all members of the class, resulting in positive outcomes. This achievement is also recognized by the teacher, as it fulfills the learning objectives through the formation of a disciplined and honest character. Students are able to incorporate the class agreements into their daily activities and routines at school. Through consistent practice, these agreements become ingrained habits, leading to the development of the desired character traits. These habits manifest through both planned and unplanned activities, and they are carried out regularly on a daily basis (Shoimah et al., 2018). This is evidenced by students who arrive at school on time, submit assignments within the given deadlines, and show enthusiasm in adhering to the rules outlined in the class agreement bulletin board. This demonstrates that students have developed a disciplined character within themselves. With ingrained discipline, students will have a guiding principle for their future lives, enabling them to adapt well in both the school environment and the social sphere.

The character of honesty in students also emerges during the implementation of the class agreement bulletin board. Several points of the class agreement already focus on aspects of honesty, such as not cheating, always speaking the truth, and having the courage to admit mistakes. The agreements made by the students signifies that they already understand the importance of honesty in their behavior. The teacher states that students who are able to adhere to the class agreement effectively have already cultivated the value of honesty within themselves. Significant evidence shown by students in the classroom includes refraining from cheating on their peers, respecting the teacher by greeting them, and having the courage to admit mistakes and apologize. This indicates that cultivating honesty is not enough to equip students with knowledge about honesty but it also requires the practice of honest behavior in daily life to develop a reflexive response to being honest (Pertwi, 2021).

The implementation of the class agreement bulletin board is successful in achieving its objectives due to the excellent cooperation among all class members. The teacher consistently reminds students to adhere to and respect the collective decisions. The teacher plays a role in enhancing students' character values by repeatedly providing advice that can be understood by the

students (Kharisma & Suyatno, 2019). Especially in being honest, honesty does not only arise from establishing rules but also from setting a good example. The teacher strives to do good deeds in order to be a role model for the students. The example set by the teacher has a positive impact on the students, such as arriving on time, speaking honestly, and reminding each other of good things. The teacher, who acts as a role model, is a way to discipline the students. With a good role model, students will follow the teacher's character (Kristidhika et al., 2020). In addition, students, as the main actors, successfully implement the implementation by adhering to the class agreement, accepting the consequences if they violate it, and reminding their peers when they start to violate the class agreement.

Factors Hindering and Solutions for the Implementation of the Class Agreement Bulletin Board

The obstacles that occur are differences in opinions and individual factors among students. This is because each student has different characteristics, traits, and habits, so teachers need to pay more attention to students who have difficulties complying with the rules. Teachers also face obstacles in terms of insufficient supervision during the implementation of the class agreement bulletin board. In response to these obstacles, teachers have solutions such as providing explanations or creating a conducive environment when students have differing opinions and conducting regular weekly evaluations. The evaluations are conducted to identify which agreements are frequently violated by students and provide advice to enhance the rules in the class agreement bulletin board. Evaluations are necessary to determine whether the program should be continued or not, as well as to measure the achievement of each implemented aspect (Munthe, 2015). Evaluation serves as a means for improvement in the implementation of the class agreement bulletin board that has been carried out, aiming for continuous enhancement every week. This ensures consistent implementation of the class agreement bulletin board in the long run. By consistently applying classroom procedures in accordance with the agreement between teachers and students and being adhered to by students, it creates a disciplined and comfortable classroom environment (Munte, R., & Cendana, 2022).

The teacher asserts that upper-grade students have a good understanding of social values and rules, enabling them to integrate new rights and ideas implemented in the classroom effectively. There are three principles in implementing character education in the classroom. First moral knowing, where students can differentiate between good and bad qualities, prohibitions and recommendations, virtues and goodness. Second moral loving refers to the cultivation of love and a

sense of need for noble moral values within students. Third is moral doing, where students practice noble moral values in their daily lives (Cahyo, 2017). In the mentioned principles, the fifth-grade students at MI Muhammadiyah Karanglo have already embodied all three morals. This is evident in their planning phase, as students are capable of differentiating between good and bad rules. During implementation, students willingly comply with the rules and develop them as daily habits. Throughout the application of the class agreement bulletin board, students exhibit discipline and honesty in their behavior.

CONCLUSION

Based on the explanation, it can be concluded that the class agreement bulletin board successfully instills the characteristics of discipline and honesty at MI Muhammadiyah Karanglo. The class agreements that have been made and mutually agreed upon include arriving five minutes before the bell, carrying out class duties, completing homework, not leaving the classroom during lessons without permission, not violating rules, not cheating, not littering, showing respect to one another, having the courage to admit mistakes, and speaking truthfully to everyone. During its implementation, students adhere to the agreed-upon rules and develop good habits of discipline and honesty every day. The obstacles that arise include differences in opinions during the creation of the class agreement bulletin board and internal factors among students. Additionally, there is a lack of supervision from the teacher during the implementation of the class agreement bulletin board. The solution is to conduct evaluations while consistently reminding students and observing the progress of the implementation of the class agreement bulletin board. This research is expected to provide insights and recommendations to teachers and schools on integrating the class agreement bulletin board as a means to instill the characteristics of discipline and honesty.

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