



Implementation Of School Security Patrol (SSP) Activities In Developing Character Education

Rohimah¹, Agus Setyawan², Nisfi Dahnia³

^{1,2,3} Pendidikan Agama Islam, Fakultas Agama Islam
Universitas Islam As-Syafi'iyah Jakarta

Jl. Jatiwaringin, No.12 Jaticempaka Kec. Pondok Gede, Kota Bekasi.

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Correspondence:

(Rohimah)

(Telp.+628118786775)

(senseirohimah@gmail.com)

Abstract: The School Security Patrol activities at SDN Jaticempaka VI Bekasi showcase the school's dedication to creating a secure and positive learning environment, emphasizing character development. The program involves students actively engaging in security responsibilities, fostering values like responsibility, leadership, cooperation, and community spirit. This integration aligns with the broader goal of character education, aiming to nurture students academically, ethically, and socially. SDN Jaticempaka VI Bekasi's proactive approach combines security measures with character development, highlighting its commitment to shaping well-rounded individuals for success. The study aims to explore the implementation model, the role in national character development, and obstacles faced by the School Security Patrol activities at SDN Jaticempaka VI Bekasi. Findings reveal that the program is executed by class representatives following a set schedule. The role of the school security patrol in character development is crucial, instilling values such as courage, discipline, independence, responsibility, and social concern. However, obstacles include a lack of professional trainers, members not fulfilling duties due to unexpected absences, and student indifference towards patrol members. Final Conclusion is show that, SDN Jaticempaka VI Bekasi's School Security Patrol activities effectively combine security and character development, contributing to a holistic educational experience. Despite facing challenges, the program's positive impact on students' character underscores the school's commitment to nurturing well-rounded individuals.

INTRODUCTION

SDN Jaticempaka VI Bekasi implementation of School Security Patrol

activities is a structured program that actively involves students in security-related responsibilities to ensure a safe



learning environment. This initiative is intended to cultivate positive character traits in students in addition to focusing solely on the safety of the school grounds. Students are encouraged to develop values such as responsibility, leadership, teamwork, and a sense of community by participating in activities such as monitoring entrances, conducting regular patrols, and collaborating with school staff. The school's commitment to developing well-rounded individuals who not only excel academically but also embody strong ethical and social values is reflected in the integration of security measures and character education. According to Article 1 paragraph 1 of Law No. 20 of 2003 on the National Education System, "education is a conscious and planned effort to create a learning atmosphere and learning process so that learners actively develop their potential to have spiritual and religious strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation, and state."

This statement emphasizes that education is a noble pursuit that fosters students' eagerness to learn and allows

them to realize their full potential. One of the primary goals of national education is to improve character education, which is critical for optimal character formation. Because character education is a component of moral education, it should be integrated and implemented across multiple subjects, extending beyond the boundaries of a single classroom. Extracurricular activities, both inside and outside the classroom, can help students develop their character by providing them with opportunities to learn values and virtues. Active participation in extracurricular activities is one effective method for fostering character development outside of formal schooling.

Kertih (2014) concludes in "Cultural and National Character Education through the Integration of Local Wisdom-Based Social Studies Subjects (An Ethnographic Study in State Junior High School 1 Singaraja, Buleleng Regency, Bali Province)" that character values can be cultivated through integration into academic subjects as well as extracurricular programs. The holistic education paradigm can be linked to theories that support the concept of character education through

extracurricular activities, such as School Security Patrols. Rather than focusing solely on academic aspects, this approach emphasizes the importance of developing non-academic aspects in learners, particularly character and moral values. Holistic Education Theory, which recognizes the importance of developing all aspects of an individual; Social Learning Theory, which emphasizes learning through social interaction; Character Development Theory, which views extracurricular activities as a method of shaping positive character; and Active Learning Theory, which emphasizes student engagement in the learning process, are some relevant theories involving this holistic approach. Extracurricular activities, such as School Security Patrols, can be considered effective avenues for integrating character values into students' learning by combining these theories.

Elni Handayani (2013) discusses the following issues with the national education system: The first issue with education, particularly in Indonesia, is the production of "robotic humans." The second issue is one of education from the top down. Third, individuals undergoing this education are prepared

primarily to meet the demands of their time, rather than cultivating critical thinking skills, according to the aforementioned educational model.

2 (Rohimah, 2021) Intellectual property is a right derived from a work created with the use of human intellectual abilities that benefits society, particularly in terms of economic value. The intended benefit in this context is economic value. Intellectual property is important in educational investments and influences investment decisions. To ensure equal access to educational facilities for all, educational investments must consider aspects of intellectual property as well as the distribution of costs and benefits of education among various layers of society, regions, genders, differences in social and economic status, and ethnicities. Intellectual capital is now recognized as a critical success factor, receiving attention in organizational strategy studies and development strategies.

The four pillars of moral education character development, according to (Sartono, 2011:8), are olah pikir (intellectual development), olah hati (spiritual and emotional development), olah raga dan kinestetik (physical and

kinesthetic development), and olah rasa dan karsa (affective and creative development). Character education is realized through the implementation of a school safety patrol (PKS) that emphasizes discipline and social skills. The School Security Patrol (PKS) program provides a platform for students who are interested in traffic knowledge, particularly traffic regulations, to participate. The PKS program can help students improve their discipline and social skills..

Based on preliminary observations made during the PPL-Real implementation on September 8, 2023, SD Negeri Jaticempaka VI Bekasi is one of the schools that has already implemented character education, both in the learning process and in extracurricular activities. Character education is regarded as essential and should be instilled in students at a young age. The School Security Patrol (PKS) activities at SD Negeri Jaticempaka VI Bekasi are responsible for maintaining a safe environment conducive to the school's learning activities. Their responsibilities include facilitating pedestrian crossings for both SD Negeri Jaticempaka VI Bekasi students and

passing community members, conducting surprise checks on students, assisting in the School Health Unit (UKS), ensuring ceremony security, and maintaining the smooth flow of school activities during events. The School Security Patrol (PKS) at SD Negeri Jaticempaka VI Bekasi is supported in its implementation by school security personnel and during training by members of the local police who collaborate with the school. As a result, PKS students have different personality traits than students who do not participate in PKS. However, many students at SD Negeri Jaticempaka VI Bekasi engage in deviant behavior, such as arriving late for school, being tardy to class, being involved in fights involving not only children but also adults, displaying indifference when teachers warn them, and so on. The School Safety Patrol's goal in this context is to cultivate disciplined and self-aware students. Furthermore, students' self-esteem, sincerity, cooperation, independence, obedience, discipline, sincerity, and social skills are boosted by the School Security Patrol (PKS). This leads to a specific issue that must be addressed in order to achieve a specific result. As a

result, the researchers are excited to conduct research on the implementation of the School Security Patrol (PKS) program in character development among students at SD Negeri Jaticepaka VI Bekasi.

The study will address the following issues based on the research findings: "How is the model of developing the School Security Patrol (PKS) activities in SD Negeri Jaticepaka VI Bekasi," "What is the role of the School Security Patrol (PKS) in the development of the nation's character in SD Negeri Jaticepaka VI Bekasi." As a result, the study intends to depict the model of School Security Patrol (PKS) development in SD Negeri Jaticepaka VI Bekasi, highlight the role of School Security Patrol (PKS) in the development of the nation's character in SD Negeri Jaticepaka VI Bekasi, and elucidate the challenges faced by School Security Patrol (PKS) activities in character development in SD Negeri Jaticepaka VI Bekasi.

OVERVIEW

a. Information on School Safety Patrol

A School Security Patrols (PKS) study includes the evaluation and

analysis of the implementation and impact of such activities in the school setting. The study's focus may impede understanding of the PKS growth model, PKS role in fostering student character development, PKS effectiveness in improving school safety, and the challenges encountered during the process. The study could also look into how PKS affects social development, job satisfaction, and employee retention. The study's findings will shed light on the role of PKS in shaping character education within school communities.

b. Study on Discipline and Social Care Character

According to Hidayatullah (2010:14), character is "the mental, moral, ethics, or moral qualities of an individual that constitute a unique personality which serves as a driving force and motivator, as well as distinguishing one individual from another." According to Samani and Hariyanto (2012:43), character can be defined as a defining factor that influences a person's personal development. According to Maksudin (2013:3), the essence is: "The distinctive characteristics of each individual regarding their true nature (inner strength), which is the essence of

spiritual/inner qualities, ways of thinking, ways of behaving (attitudes and outward actions) in one's life, and the ability to collaborate effectively in family, society, nation, and state." Harning (2005:18) defines discipline as the effort to control oneself and the mental attitudes of individuals or society in fostering compliance and obedience to rules and regulations based on the inner drive and awareness emerging from the heart. Character is developed through the learning process in various environments, such as the home, school, and surrounding areas. Essential contributors to the development of an individual's character include family, teachers, and peers. This is a qualitative descriptive study that examines data using observational techniques, questionnaires, and data analysis. As a result, the study is useful in both theory and practice. The study's findings are expected to contribute to knowledge acquisition from a theoretical standpoint. The findings could be used to improve the School Security Patrol (PKS) program's implementation, particularly in the area of character development.

This research provides students with information about the implementation of School Security Patrol (PKS) activities and their role in national character development at SDN Jaticempaka VI Bekasi Public Elementary School. It serves as a contribution or input for improving the quality of School Security Patrol (PKS) activities as a means of fostering national character education within the institution for the school.

A. VISION

Realising learners who are faithful and pious, outstanding, intelligent, creative and innovative.

B. MISSION

1. To instil faith and piety through the experience of religious teachings.
2. Develop science and technology based on the interests, talents, and potential of students.
3. Realising students who excel.
4. Creating an active, innovative, creative, effective and fun learning atmosphere.
5. Creating an atmosphere of kinship among school community

METHODS

This study takes a qualitative approach, emphasizing in-depth analysis and emphasizing the process of inference and analysis of the dynamics of observed phenomena using scientific logic. The researcher will try to find out if the School Security Patrol (PKS) activities help students at SDN Jaticepaka VI Bekasi, Public Elementary School develop their character. All data collected using this method will be descriptively archived in a systematic and timely manner.

Research Location

The study is being carried out at SDN Jaticepaka VI Bekasi. One of the difficulties students encountered while conducting research at SDN Jaticepaka VI Bekasi is that it is the only public elementary school that prioritizes character education. This emphasis on character education is the result of the 2013 curriculum being implemented at SDN Jaticepaka VI Bekasi, which places a greater emphasis on character education. Furthermore, at SDN Jaticepaka VI Bekasi is the only school in charge of the School Security Patrol program, and numerous incidents have occurred as a result of character

education initiatives for school employees.

Research Subjects

The subject limits the number of people who can provide the necessary information for the research. The lecturers teaching the School Security Patrol course, students enrolled in the School Security Patrol course, alumni, and stakeholders are the subjects of this research. In this case, the study's object is a model. Prioritizing school safety is critical for improving student discipline and social skills.

The School Security Patrol (PKS) Members at SDN Jaticepaka VI Bekasi are the focus of the investigation. There are two options for determining the study's topic. First, all existing subjects identified through population research should be excluded. Second, as indicated by the research sample, to investigate as subjects from the total population available.

Data Collection Technique

Interview

Interview is a dialogue by the interviewer to obtain information from the interviewee (Arikunto, 2006: 155). The interview is conducted in one stage, which involves interviewing the

informants, namely the School Principal, Guidance Teacher, Supervising Teacher, and student members of the School Security Patrol (PKS) at SDN Jaticempaka VI Bekasi.

Observation

Observation is a data collection method that relies solely on the use of the eyes (Nazir, 2005: 175). This observational method will be used to collect data on the implementation of School Security Patrol (PKS) activities in character education development among students at SDN Jaticempaka VI Bekasi.

Documentation

Notes, transcripts, books, letters, magazines, inscriptions, meeting minutes, dance scripts, agendas, and other data on specific topics or variables are retrieved using the documentation method (Arikunto, 2006: 231). The information derived from the implementation of the School Security Patrol (PKS) program in the development of character education for students at SDN Jaticempaka VI Bekasi is the type of data required for this study.

Data Analysis Method

The process of systematically formalizing efforts to identify themes and formulate hypotheses or ideas

suggested by data, as well as an attempt to provide support for those themes and hypotheses (Moleong, 2004: 3). Data collection, data reduction, data presentation, and drawing conclusions are among the steps taken in analyzing the data for this study.

- a) Data collection is a step in the research process that occurs after a field visit. Data is collected using a variety of validated methods.
- b) Data reduction is the process of organizing data into patterns, categories, or the issue's focus. The information gathered from on-site notes is then compiled and chosen. When creating a summary and selecting data, keep the relevant problem or problem set in mind. Finally, all relevant data will be gathered and organized in accordance with the requirements.
- c) Data management is the process of organizing data and transferring it to its final destination. After data reduction, the data is sorted by transferring it to a different set of files corresponding to the data's state. These matrices primarily serve the following functions: sorting through the reduced data,

facilitating the construction of data useful for narration, summarization, and data interpretation, and making it easier to determine the scope of collected data so that if the data is deemed incomplete or lacking, it can be promptly supplemented through field re-collection. The retrieval concludes with conclusions drawn from the reduced and presented data. Based on the findings, the panelists emphasize various criteria for determining the research's validity.

RESULT AND DISCUSSION

Research Result

Public Elementary School Jaticempaka VI Bekasi Overview. However, the Ministry of Education and Culture issued a press release with the subject line 0537/C.4.1/LL/97 due to the nationalization of school names. Jaticempaka VI Public Elementary School is located in the Binalindung Subdistrict of the Pondok Gede District of Bekasi City. The school's location in a suburban area is highly strategic.

School Environment Arrangement

SDN Jaticempaka VI Bekasi buildings are well-organized and neatly arranged according to their respective

functions. Plants are classified according to their specific functions; for example, medicinal plants are grown in a special area designated for medicinal vegetation. In addition to its meticulous physical arrangement, at SDN Jaticempaka VI Bekasi has adequately equipped facilities to support the teaching and learning processes. Internet connectivity (WiFi) is available for educational purposes within the school environment, as well as electric fans, speakers, and other amenities. Speakers are strategically placed in each classroom to disseminate important information about all activities at SDN Jaticempaka VI Bekasi. The overall organization of the Jaticempaka VI Bekasi environment is noteworthy.

Development Model of School Security Patrol Activities at SD Negeri Jaticempaka VI Bekasi

The School Security Patrol (Patroli Keamanan Sekolah) at SD Negeri Jaticempaka VI Bekasi has been in place since its inception, according to observations and conversations with Rizka Novi Iryanti, on September 8, 2023. The School Security Patrol is a work program that is carried out by students from each class. PKS members

were initially trained by the Pondok Gede Bekasi Police Resort, but they are now trained by student cadres from classes I - VI, with assistance from the Vice Principal of Student Affairs and the current management. School Security Patrol activities are carried out by PKS members, security guards, and police officers who are on duty, while PKS members perform traffic flow tasks.

The goal of the SD Negeri Jaticempaka VI Bekasi School Security Patrol program is to create a safe environment for students and staff, as well as to instill discipline and honesty in students while reducing and eliminating truancy. Furthermore, PKS members assist students living near the school by providing assistance in a variety of areas, including relocation. The school facilitates and implements the School Security Patrol. PKS members are provided with facilities such as patrol uniforms, patrol equipment, and school-based training to improve their discipline.

The Role of School Security Patrol in Character Development at SD Negeri Jaticempaka VI Bekasi

School Security Patrol is closely related to character development,

particularly in cultivating discipline, a sense of responsibility, and social care. After participating in PKS activities, PKS members become more disciplined and refrain from violating the rules when they return to school. Furthermore, members who participate in PKS demonstrate a higher level of commitment than those who do not participate in other organizations or activities.

Regular PKS activities at SD Negeri Jaticempaka VI Bekasi to improve student discipline include patrolling to monitor security within the school grounds and conducting surprise inspections in all classrooms. In addition to these responsibilities, PKS members assist students on their way to school.

PKS programs emphasize emotional intelligence and social skills in addition to discipline development. PKS members can assist individuals seeking to traverse the area, whether they are students or members of the general public. Furthermore, each PKS member feels a sense of accomplishment when assisting the community with tasks like painting and clearing pathways, which contributes to a collective sense of pride among residents.

Constraints of School Security Patrol Activities in Character Development at SD Negeri Jaticempaka VI Bekasi

According to an interview conducted on September 8, 2023 by Fernando Agousto (PKS member), there are challenges in implementing the School Security Patrol activities at SD Negeri Jaticempaka VI Bekasi.

1. The training instructors' professionalism in training prospective PKS members.
2. PKS students who are unable to fulfill responsibilities due to absence from school.
3. In terms of traffic management, some people struggle to handle the pressure from PKS, resulting in traffic disruptions.
4. Furthermore, several school staff members lack trust in the information provided by PKS, as some PKS members are from grades I through VI, causing students to undervalue the information shared by PKS.

Alternative remediation methods for the School Security Patrol at SD Negeri Jaticempaka VI Bekasi include increasing the professionalism of training instructors, implementing measures to address absenteeism among

PKS students, providing additional traffic management training, and developing strategies to build trust in PKS-provided information. These measures are intended to improve the program's overall effectiveness by ensuring better training outcomes, task completion in the absence of specific members, improved traffic management skills, and increased trust in the information shared by PKS namely:

1. The school organizes training sessions for School Security Patrol (PKS) members at SD Negeri Jaticempaka VI Bekasi, which are provided by Pondok Gede Police Resort members.
2. PKS members make commitments by rotating responsibilities, ensuring that each member is accountable for their assigned tasks.
3. Improve communication among PKS members to avoid misunderstandings when members are unable to attend or perform duties during assigned shifts.
4. Take harsh measures against students who refuse to follow the rules. Security guards, the Vice Principal of Student Affairs, and the School Principal also monitor School

Security Patrol activities. As a result, if there are any violations at the school, the Vice Principal of Student Affairs and the School Principal will address them as soon as possible.

Discussion

Education's significance in human development cannot be overstated. According to Faturrahman et al. (2012; Adri, 2023), education is any effort, influence, protection, and assistance provided to children aimed at their maturation or, more precisely, assisting children in becoming sufficiently capable to carry out their own life tasks. Education can help us improve our personalities. Lickona's character (in Wibowo & Hamrin, 2012: 42) represents a person's natural disposition in morally responding to situations. This innate disposition manifests itself in concrete actions such as good behavior, honesty, responsibility, respect and appreciation for others, and other noble character traits. Character education in schools, according to Kusuma et al. (2011: 5), is "learning that focuses on strengthening and developing a child's overall behavior, based on specific values.

A school is a formal educational institution that serves two purposes:

learning (intracurricular) and organization (extracurricular). Patrolling for school safety is one of several activities that take place during the learning process. The School Safety Patrol, also known as PKS, is responsible for keeping the school environment safe and secure. PKS (School Safety Patrol) is an extracurricular activity that assists and protects school members from various incidents that occur within the school's internal scope, thus supporting both academic and non-academic activities for students.

The School Safety Patrol at SD Negeri Jaticempaka VI Bekasi is carried out by student representatives from each class, rotating based on an agreed-upon duty schedule. The primary objective of the School Safety Patrol in SD Negeri Jaticempaka VI Bekasi is to enhance safety within the school premises and its surrounding area. Additionally, the patrol plays a crucial role in achieving the goal of developing students with strong character. The School Safety Patrol at SD Negeri Jaticempaka VI Bekasi also assists individuals entering or leaving the school premises to ensure their safety. The school safety patrol activities at SD Negeri Jaticempaka VI

Bekasi are integral to fostering a secure environment.

Character education will be developed at SD Negeri Jaticepaka VI Bekasi through School Safety Patrol activities. The results of the School Safety Patrol at SD Negeri Jaticepaka VI Bekasi demonstrate this. The goal of the SD Negeri Jaticepaka VI Bekasi School Safety Patrol is to improve students' self-esteem, self-discipline, responsibility, and social skills. The School Safety Patrol members at SD Negeri Jaticepaka VI Bekasi instilled these attitudes as character values. This is supported by Hesti Utami's (2012) findings in a study titled "Construction and Implementation of National Character Education in the School Safety Patrol (PKS) Extracurricular at SD Negeri Jaticepaka VI Bekasi," which emphasizes that the School Safety Patrol (PKS) program contributes to student character improvement.

As a result, it is possible to conclude that School Safety Patrol activities play an important role in character development, particularly in fostering values such as discipline, responsibility, and social concern. However, various challenges were encountered during the

implementation of the School Safety Patrol project aimed at improving character education at SD Negeri Jaticepaka VI Bekasi, such as:

1. A lack of professional trainers to guide prospective School Safety Patrol (PKS) members.
2. PKS members ignoring their responsibilities as a result of unexpected school absences.
3. When handling traffic, certain road users refuse to obey PKS members' instructions, resulting in traffic accidents.
4. In addition, many school students disregard directives from PKS members because some PKS members are students in grades I - VI who do not value the provided instructions..
5. Alternative solutions to the challenges encountered by the School Safety Patrol activities at SD Negeri Jaticepaka VI Bekasi, as identified in the conducted interviews, include:
6. The school can organize training sessions for PKS members at SD Negeri Jaticepaka VI, Bekasi which will be facilitated by members of the Buleleng Police Resort.

7. PKS members can establish a commitment by rotating shifts, ensuring that each member is accountable for their assigned tasks.
8. Enhance communication among PKS members to avoid misunderstandings when they are unable to attend or perform duties during their shifts.
9. Implement strict disciplinary measures for students who violate regulations. Security guards, the Vice Principal of Student Affairs, and the School Principal also keep an eye on School Safety Patrol activities. As a result, if violations occur within the school, they will be reported.

School Safety Patrol Work Programme

A. Rutin

It is an activity that is carried out on a scheduled time and day:

Number	activities	Time	Description
1.	Exercise Routine	Tuesday: 16.00-17.00 am	Instructor from Polres Pondok gede Bekasi
2.	Student crossing	Monday to Saturday, 06.30 am to 07.00 am	Jatiwaringin location - binalindung highway to school

3. Controlling student motorbike parking Monday to Saturday, 06:30 to 07:00 am Location of parking posts
4. Security Student motorbike parking Monday to Saturday, 06:30 am to 12:00 pm Location of parking posts Divided into teams of 2 people
5. Coordination Third week of every month -

B. Insidental

An activity that is carried out outside of routine activities:

Number	activities	Time	Description
1.	Coffee Festival 2023	November	Parking enforcement Parking security
2.	Bekasi City Anniversary PGRI ANNIVERSARY	November 2023	Parking enforcement Parking security
3.	Class meeting 2023	December	Parking enforcement Parking security
4.	PHBI Commemoration 2023	October	Parking enforcement Parking security
5.	Grade VI retirement 2023	May	Parking enforcement

6. Parking security

CONCLUSION

Summary

The implementation of School Security Patrol activities at SDN Jaticempaka VI Bekasi is critical in the development of character education among students. Activities such as traffic management, patrolling the school environment, conducting surprise inspections among students, and assisting the community help to shape positive character traits such as discipline, courage, independence, responsibility, and social concern. Despite challenges such as the need for professional trainers, sudden absenteeism among PKS members, and occasional disregard from students, it has been proposed to address these issues through training, commitment, improved communication, and strict measures for noncompliance. The Elementary School Principal is encouraged to improve PKS activities by emphasizing their effectiveness in developing student attitudes and character. Overall, the SDN Jaticempaka VI Bekasi School Security Patrol program was a success. Several main points can be drawn from the above

explanations of the Implementation of School Safety Patrol Activities in Character Education Development for Students at SD Negeri Jaticempaka VI Bekasi:

1. SD Negeri Jaticempaka VI Bekasi School Safety Patrol activities are presented in engaging, challenging, and enjoyable formats while adhering to genuine educational principles. These tasks include assisting students in crossing roads, patrolling the school environment, and conducting surprise inspections among students. The School Safety Patrol activities at SDN 1 Jaticempaka VI Bekasi are carried out in a rotating fashion, with duty shifts forming.
2. The School Safety Patrol plays an important role in character development at SDN Jaticempaka VI Bekasi. This is because PKS activities such as traffic management, patrolling the school environment, conducting surprise inspections among students, and assisting the community in crossing roads encourage the development of character traits in students. Discipline, courage, independence,

responsibility, and social concern are examples of these characteristics.

3. The challenges faced by the School Safety Patrol activities in character education development for students at SDN Jaticempaka VI Bekasi include: a lack of professional trainers to instruct potential PKS members; PKS members neglecting their responsibilities due to unexpected school absences; while managing traffic, some road users refuse to comply with instructions from PKS members, resulting in traffic accidents; and many school students ignoring directives from PKS members.

Advice

It can be concluded that the implementation of the School Security Patrol activities at SDN Jaticempaka VI Bekasi in shaping students' character education has a significant positive impact. Strong character traits such as discipline, courage, independence, responsibility, and social concern are formed through activities such as traffic management, patrolling the school environment, surprise inspections among students, and community

assistance. Despite challenges such as a lack of professional trainers, PKS members' sudden absenteeism, and students' noncompliance with instructions, alternative solutions have been proposed, with a focus on improving training, PKS members' commitment through rotating shifts, enhancing communication, and enforcing strict measures for violations. As a suggestion, the Elementary School Principal should pay more attention to and strengthen the role of the School. From the explanation of the above conclusions, several things can be suggested as follows:

1. In terms of the School Principal, the School Safety Patrol (PKS) activities at the school, particularly at the Elementary School level, should be expanded because they are more effective in shaping students' attitudes.
2. Students should be more proactive in participating in School Safety Patrol (PKS) activities, which aim to develop strong character and personal integrity..

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