

Implementation of Discipline and Responsibility Values Through the TAPAK SUCI Extracurricular in Sawangan District

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ABSTRACT

This study explores the role of Tapak Suci extracurricular activities in instilling discipline and responsibility values among elementary school students in Kecamatan Sawangan, Kota Depok. Using a qualitative descriptive method, data were collected through observation, interviews, and documentation in two Muhammadiyah elementary schools. The findings show that Tapak Suci has contributed significantly to students' character formation, especially in building habits of punctuality, obedience to rules, and task completion. The involvement of schools, trainers, and parents also plays a crucial role in the success of character development through extracurricular activities.

Keywords—Character education, discipline, responsibility, Tapak Suci, extracurricular, Muhammadiyah school

INTRODUCTION

The development of student character is a critical aspect of national education. In facing moral degradation among the younger generation, character education must be integrated into both curricular and extracurricular activities. Tapak Suci, a martial art rooted in Islamic values and developed within Muhammadiyah institutions, serves not only to train physical strength but also to shape attitudes such as discipline and responsibility.

METHOD

This study applied a descriptive qualitative approach with a phenomenological perspective. Data were obtained through observation, interviews with principals and trainers, as well as documentation. The research was conducted in SD Muhammadiyah Sawangan and SD Muhammadiyah Cinangka between November 2024 and June 2025.

RESULTS AND DISCUSSION

Discipline Development through Tapak Suci

Students who regularly participated in Tapak Suci activities demonstrated improved punctuality, compliance with training rules, and seriousness in following instructions. The presence of consistent routines such as warm-ups, prayers, and structured training fostered a habit of orderliness and internal discipline.

Responsibility Development through Tapak Suci

Responsibility was reflected in students' willingness to carry out assigned roles during training sessions,

such as leading movements, managing equipment, and completing tasks without direct supervision. These activities cultivated a sense of ownership and accountability in students.

Supporting and Inhibiting Factors

Supporting factors included strong institutional support from school leaders, consistent coaching by competent trainers, and positive reinforcement from parents. Challenges encountered were students' initial lack of discipline, scheduling conflicts, and inconsistent parental involvement.

INTERPRETATION OF FINDINGS

The integration of Tapak Suci in school activities provides a meaningful medium to instill core character values. When schools align their educational goals with extracurricular programs, character education becomes more contextual and effective. The success of such programs hinges not only on the content but also on the collaboration between stakeholders.

CONCLUSIONS AND RECOMMENDATIONS

Tapak Suci serves as an effective platform for instilling discipline and responsibility among elementary students. Its values-based physical training, supported by structured routines and role modeling, enables students to develop positive behaviors that persist beyond school boundaries.

Recommendations:

1. Future researchers should consider using a mixed-method approach to quantitatively measure changes in character traits.
2. Broader studies involving more schools and regions are needed to strengthen generalizability.
3. Parents should be more actively involved to reinforce character values learned in school.

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