




Analysis of the Implementation of Holistic Education to Form Disciplined Characters in Students of Sahabat Alam Elementary School, Palangka Raya City

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Article Information	ABSTRACT
Revisi: Februari 2026	<p><i>Background:</i> Holistic education is an educational method to build humans as a whole by developing their potential which includes social-emotional potential, intellectual potential, moral or character potential as well as creativity and spirituality. <i>Aim:</i> The purpose of this study is to analyze the implementation of holistic education that forms disciplinary character in students of Elementary School Sahabat Alam Palangka Raya city. <i>Method:</i> This research uses a descriptive qualitative approach with a case study method. <i>Result and Discussions:</i> Based on the results of the research, the implementation of holistic education at Elementary School Sahabat Alam Palangka Raya aims to form a disciplinary character in students that has been well implemented in the learning process, and emphasizes the active involvement of all parties in the disciplinary process. This approach involves intellectual, emotional, physical, social, aesthetic, and spiritual aspects. Success is achieved through various strategies, including thorough planning, collaboration with parents, use of role play methods, involving learners in rule making, consistent monitoring and evaluation, and positive interventions. <i>Conclusions:</i> The holistic approach in this school does not aim to homogenize learners, but to optimize individual development according to their interests and talents. And the application of appropriate strategies can effectively shape learners' disciplinary character, while creating a safe and positive learning environment.</p> <p>Keywords: Holistic Education, Disciplined Characters, SD Sahabat Alam Palangka Raya.</p>
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INTRODUCTION

The rapid progress of the times in various fields has led to significant social changes, including the decline in ethical values that should be an integral part of children's character. The phenomenon of social deviance is now a common occurrence in society, not only among adult individuals, but also in groups of children (Addawiyah & Kasrman, 2023). In the world of education, character is the foundation that must be balanced and developed, especially in basic education units. Teachers or school members must continuously carry out habituation through exemplary behavior.

The formation of character is not necessarily owned along with the birth of a person into the world or inherited through the genes of parents. This involves an understanding that character building is a long-term process that requires support from various aspects of learners' lives. This is in line with what was initiated by Ki Hajar Dewantara who stated that the three pillars of education in Indonesia, namely family, school and society must be compact and serious in carrying out character education (Susilawati, 2020). The cultivation of moral values aims to make students cultivate noble and dignified culture, therefore moral values are developed and instilled from an early age. The development and cultivation of moral values does not focus only on cognitive, psychomotor and technology but must also focus on developing other aspects, such as motoric, emotional, moral, ethical, and personality. Character education carries out two tasks, namely developing intellectual abilities and developing moral abilities. The development of intellectual abilities is oriented towards the creation of students who have intellectual intelligence and sharpness, while the development of moral abilities is oriented towards the creation of students who have self-integrity and strong character (N. Saputra, 2020). Changes in children's ability to capture and understand will move children to a high level of moral development. Therefore, the development of intellectual and moral abilities are two tasks that always go hand in hand and cannot be separated.

One of the character values that needs to be instilled in students is discipline. Discipline is the willingness to comply with the provisions or rules that apply. Compliance here is not due to coercion but compliance based on awareness of the value and importance of complying with these rules (Susanto, 2017). Discipline shows a condition that is created and formed through a process of a series of behaviors that show the values of obedience, compliance, loyalty, order and order (Addawiyah & Kasrman, 2023).

Learners understand that in the process of forming a disciplinary character, the disciplinary rules in school are only applied to students. So they feel burdened to follow the rules at school. If students can understand the importance of discipline, then students feel happy to follow these rules. Strengthening character education needs to be implemented as early as possible starting from the family environment, school, and extending to the community environment. One of the character values that need to be developed is discipline. Disciplinary character values are very important for children to have so that other good character values emerge later. The importance of strengthening the character value of discipline is based on the reason that there is now a lot of undisciplined behavior in the elementary school environment in particular (Febriandari, 2017). This discipline contains various elements including elements of willingness, awareness, and is an inner and character training to always obey the rules and respect, appreciate norms and try to prevent violations of norms and the consequences of accepting existing sanctions (Dakhi, 2020).

One of the keys to the success of a school in shaping disciplinary character in students is exemplary, through habituation from educators and education personnel, the exemplary meant is not just as a written rule but as a moral reinforcement in behavior for students (Bisri & Ulfa, 2021). In the context of character education, the existence of teachers is the most important place for the success or failure of character education in schools. If educators want to build good student characters, educators must have one component of educational ability, and the ability to shape character well, namely personality ability. For this reason, it is necessary to take disciplinary action against students who do not obey the rules set by the school so that students can excel and succeed in the learning system. As for the application of discipline, character education is needed, character comes from within the person, or is not subject to demands from outside, especially students. In order to foster good behavior towards students, schools usually make rules known as discipline. The existence of this school discipline is a guideline to inform students which behavior is justified and which behavior is not justified. This shows that the rules in school aim to guide and limit the behavior of students to tend towards a better direction (Nurhani, 2023).

To instill the character of discipline in students, it is necessary to have the right education. One of them is holistic education. This holistic education does not only focus on punishment rules, but also involves education that is intact, which includes academic quality, moral toughness and social sensitivity. Thus creating an environment that supports the development of discipline characters in a comprehensive manner (Widodo et al, 2019). Through holistic education, students are expected to gain psychological freedom, make good decisions, learn in ways that suit them, gain social skills, and develop their character and emotions (Widodo et al, 2019).

Holistic education is an educational method to build the whole person by developing his/her potential which includes social-emotional potential, intellectual potential, moral or character potential as well as creativity and spirituality. The early phase of life is a critical period in the formation of the basics of child development, and the holistic approach plays a crucial role in providing a strong foundation for balanced growth and development (Rohmah, 2023). The implementation of holistic character building needs to be implemented in line with the definition of education, namely education must be able to form a whole human being (holistic) who connects IQ, EQ and SQ so that a perfect human being is built with his mind and heart, spirit and body, morals and skills (Safaat, 2019). The purpose of holistic education is to help develop individual potential in a more pleasant and exciting, democratic and humanist learning atmosphere through experiences in interacting with the environment. Through holistic education, students are expected to become themselves (learning to be) in the sense that they can gain psychological freedom to make good decisions, learn through ways that suit them, gain social skills, and can develop their character and emotions (Erna, 2023).

Nature school emerged because of the weaknesses of the Indonesian education system. To overcome these problems, it is necessary to improve it, namely by building an alternative education system. One strategy to build alternative education is to organize a factual and conceptual learning process, organize education with educational environmental conditions, organize an environment-based learning process, organize learning that builds cognitive, affective and psychomotor abilities, fosters creativity, and others (Nurjariah & Nurachadijat, 2023).

Sekolah Alam is an educational facility with the concept of developing character education naturally. The uniqueness of Sekolah Sahabat Alam compared to conventional schools is in the visual spatial, kinesthetic, and naturalist elements. Nature-based alternative schools have many differences with formal schools. But that does not mean without a competency curriculum. Nature-based alternative schools are still positive as an effort to foster independence from an early age, open the widest possible creative awareness and provide learning about cooperation. Teaching and learning activities in Nature schools can foster awareness in students that learning is a fun activity. Learning in nature, instinctively will create a pleasant atmosphere, without pressure and away from boredom. Therefore, learners will realize that learning is an exciting activity and school becomes synonymous with fun. In addition, students' understanding of learning materials is integrative, comprehensive and applicable. In Sekolah Alam the emphasis is not on grades but on behavior and the learning process. So there are no tests, no grades, no rankings. Learners are assessed by their teachers through daily interactions. Because the concept of natural schools emphasizes not on grades (Maulana, 2016).

Researchers are interested in choosing a research location at Sahabat Alam Elementary School, where the school is a school that combines visual, kinesthetic and auditory activities so that the creativity of students will be honed very well. Learners can get to know animals, plants, the environment, and directly apply the knowledge they get on the spot, such as leadership and business character education.

Based on initial observations made by researchers at Sekolah Sahabat Alam Palangka Raya in the field, it was found that students have been well disciplined such as coming to school on time, putting footwear neatly in place, putting class equipment in place, when taking lunch queuing in an orderly manner, when in the school environment students walk instead of running around and during school hours students do not wander outside the school or highway. Even though the physical condition of the school is not like a school in general, in the school there is no guardrail separating the school from the highway, no loudspeakers, no bell to notify the change of activities and also does not have a security guard to maintain school security and order, but students can still foster disciplinary character well. Moreover, at Sahabat Alam Palangka Raya school there are students who are classified as children with special needs. However, students at Sahabat Alam Palangka Raya School are able to maintain order and discipline well.

Instilling the character values of discipline in schools, especially in elementary schools, can be done through various activities, habits and school policies, with habituation activities carried out by the school, other character values emerge, especially in terms of discipline. The importance of instilling character education of discipline from an early age so that in the future children can become successors to the nation who have capable morals and behavior and become human resources with good character. Given the importance of character education of discipline in elementary schools (Uge et al., 2022), it is important to implement various school policies that can support the success of character education. Discipline is the key to success in various areas of life, especially in the academic, social, and professional worlds (Saputra et al., 2024). The importance of strengthening the character of discipline is based on the reason that now there is a lot of deviant behavior carried out by members of society that is contrary to disciplinary norms (Aprinda et al., 2023). In elementary schools, the character of discipline is an important foundation for forming students who are academically successful and become productive and responsible citizens.

To fill the gap in research that focuses more on certain aspects of character such as moral, emotional, or social, in the formation of discipline. This study actually highlights the importance of the formation of disciplined character from an early age holistically, especially at the elementary school level. The novelty of this study lies in the focus on the implementation of holistic education as an effective approach in forming disciplined character in students, using the Palangka Raya Sahabat Alam School as a case study. Some aspects that make this study unique are, The holistic education approach applied at the Palangka Raya Sahabat Alam School emphasizes learning experiences that involve direct interaction with the natural environment and balance it with the potential possessed by students, so that this creates a different learning experience and allows students to develop disciplined character naturally through interaction with the surrounding environment.

Although there has not been much research that specifically examines the implementation of holistic education in nature schools or elementary schools, this study will provide valuable insights into understanding the approach to forming disciplined character in students. As well as being an added value because it provides direct insight into the world of education about the approach implemented in the real world context.

Through the analysis of the implementation of holistic education at Sahabat Alam School, this study will provide a better understanding of how this approach can be applied effectively in forming a disciplined character at an early age. With a clear focus on the holistic approach, concrete case studies, and in-depth analysis of the disciplined character, this study can provide a unique and valuable contribution to the literature on disciplined character education. Based on this description, the purpose of this study is to analyze the implementation of holistic education that forms a disciplined character in students at Sahabat Alam Elementary School in Palangka Raya City. This is an interesting phenomenon that needs to be studied further, to explore more deeply about the Analysis of the implementation of holistic education in forming a disciplined character in elementary school students at Sahabat Alam School, Palangka Raya. Through the analysis of holistic education so that it can be applied to disciplinary formation activities at the school level in general and in elementary schools in particular.

METHOD

This study uses a descriptive qualitative approach with a case study method. A qualitative research approach is a research approach based on the philosophy of postpositivism, used to research natural object conditions. Data collection techniques in qualitative research are by conducting observations, interviews, and documentation studies (Prasanti, 2018). Data collection techniques in this study are interviews and documentation. An interview is a conversation between the interviewer and the interviewee to collect information (Fadillah, 2017). Researchers use interviews to obtain specific data, such as teacher competence, the teaching and learning process, and the disciplinary process. Observation is a method or strategy for collecting data through observation during the activity (Khaatimah et al., 2017). This study uses observation techniques to obtain data to be collected including the implementation of holistic education and instilling disciplined character in students at Sahabat Alam Elementary School, Palangka Raya City, observations in this study using observation sheets. The documentation in this study aims to obtain secondary data that supports the results of observations and interviews. The documents collected are in the form of School Policies and Rules. Learning Plans and Programs, Recordings and Reports of Student Activities during School.

The data validity checking technique is the standard of truth for research data (Sa'adah et al., 2022). In this study, data validity checking uses technical triangulation and source triangulation.

The data analysis technique in this study uses the data analysis technique model from Miles and Huberman which has 4 stages, namely: 1) Data analysis starts from collecting data. Data is collected through interviews, observations, and documentation. 2) Reducing data. Data reduction is carried out by sorting the data that has been obtained and then adjusting it to the predetermined research indicators. Data that does not match is then discarded or not used. 3) Data presentation. Data presentation is carried out by describing the data that has been grouped into descriptive descriptions, and 4) Drawing conclusions. By using observation, interview, and documentation methods, this study will obtain comprehensive data on the implementation of holistic education and the instillation of disciplined character at Elementary School Sahabat Alam, Palangka Raya City. The data collected will be analyzed to identify effective practices in character education.

RESULTS AND DISCUSSION

This study aims to determine how the implementation of holistic education and the instillation of disciplined character in students at Sahabat Alam Elementary School, Palangka Raya City. During the initial observation, the researcher found information about the disciplined character that was formed was very good, and uniquely the discipline that was formed was without much emphasis and punishment. Awareness of discipline carried out by students can be seen from their obedience to the rules. Documentation related to the formation of awareness of discipline in accordance with the school's mission, namely "forming human resources that are in harmony between body, mind, and heart.

Sekolah Sahabat Alam Palangka Raya shows a high level of discipline even without physical barriers or conventional announcement systems. Students, including those with special needs, obey rules such as punctuality, neatness, queues, and order in various school activities. This reflects the school's focus on character building, especially discipline, which goes beyond the emphasis on academic aspects alone. Student compliance with the school's schedule and rules is maintained without the presence of fences, loudspeakers, school bells, or security officers.

For character building activities of discipline at the Sahabat Alam Palangka Raya school, students are directed and supervised in carrying out activities that have been socialized by the school.

Based on the results of interviews conducted by researchers with the Principal and teachers of the Sahabat Alam Palangka Raya School, it was revealed that the success of character building discipline at the Sahabat Alam Palangka Raya school was based on the following aspects, namely:

Table I. Aspects of Success in Character Formation of Discipline in Schools

No	Aspects of Success in Character Formation of Discipline in Schools	Explanation
1.	Comprehensive planning	Before the new school year begins, teachers at Sahabat Alam Palangka Raya School will hold a work meeting to discuss and reconcile the school's goals, vision, and mission, especially regarding how to educate and discipline students.
2.	Cooperation with Parents	Collaborate and strengthen the relationship between schools and parents with various programs.
3.	Role Play	Teachers will be role models for students in terms of implementing regulations, students will be trained to play the agreed regulations.
4.	Making Rules with Students	Teachers together with students make regulations and agreements on the limits of what students may and may not do.
5.	Be consistent and monitor and evaluate continuously	The consistent monitoring and evaluation carried out continuously by the Sahabat Alam Palangka Raya school and monitoring is carried out comprehensively on the physical, emotional and motor development of students.
6.	Be Assertive and intervene positively	The teacher gives a firm reprimand by avoiding using an angry or insulting tone. But focuses on the behavior that must be changed, not on the student's personality.

Comprehensive planning is very important for the smooth running of the new school year activities, before the new school year activities begin, teachers at Sahabat Alam Palangka Raya school will hold a work meeting to discuss and re-align the goals, vision, and mission of the school, especially regarding how to educate and discipline students. They also identify problems that have occurred

and seek solutions to these problems. From the results of the agreed planning and discussion, this information will be disseminated to students and parents. Some of the planning agendas at the beginning of the school year at Sahabat Alam Palangka Raya school include:

Table II. Planning Agenda at the Beginning of the School Year

No.	Planning Agenda at the Beginning of the School Year	Explanation
1.	At the Beginning of Registration	Students will be handled by experts such as psychologists to explore their potential and the problems that students have personally.
2.	At the Beginning of the New School Year	Teachers will introduce the school environment to students directly and convey the limitations of what students can do and what they cannot do in general while students are in the school environment.
3.	Student Learning Activity and Discipline Program	Create learning and disciplinary activity programs for students outside the classroom, such as camping, outings and Quran Night activities.



Figure I. Introduction to the environment for students

1. The image above shows a group of elementary school students walking around the nature school environment. They are accompanied by a teacher who appears to be explaining various environmental features around them. "This environmental introduction activity aims to familiarize students with environmental concepts, such as introducing various types of plants, natural habitats, and boundaries of school areas. Through direct interaction with nature, students are expected to develop a deeper understanding of the importance of protecting the environment." "The results of interviews with teachers who led this activity revealed that direct environmental introduction provides a more effective learning experience compared to classroom learning alone. One teacher said, 'Students are more enthusiastic and able to understand the material better when they can see and touch the objects being studied directly. Observations during the activity showed that students were very active in asking questions and engaging in discussions about the plants and animals they encountered. They also learned about the boundaries of the school area by directly seeing the signs and nameplates placed around the school. Students appeared to understand and respect the boundaries that were determined, which shows that they are learning not only about the environment but also about order and respect for regulations.' The combination of data from teacher interviews and field observations shows that the learning approach through direct interaction with the environment provides significant benefits. Students not only gain knowledge about nature and their surroundings but also learn about the importance of discipline and respect for area boundaries. These data underline the effectiveness of experiential learning methods in environmental education.

2. Cooperation with Parents

To align perceptions about education and parenting patterns for students and to strengthen ties between schools and parents, Sahabat Alam Palangka Raya School has several programs, including:

a. Strengthening Two-Way Communication

Involving parents in disciplining students, by communicating regularly with parents either by telephone or in person. This program is designed to improve communication and collaboration between schools, parents, and students. This is done through various activities that encourage open and effective interaction and exchange of information. To strengthen two-way communication, Sahabat Alam Palangka Raya School has three phases, namely:



Figure II. Parent cooperation/two-way communication

"Two-way communication between parents and teachers is an important element in supporting student development, especially in nature schools like Palangka Raya. Informal meetings like this allow for easier and more effective information exchange. Parents feel more involved in their child's education, while teachers receive valuable input regarding the student's condition at home. Active parental involvement can strengthen the working relationship with the school and maximize students' learning potential." In interviews with several parents, they stated that regular meetings with teachers helped them understand their children's academic and emotional development. One mother said, 'Through these meetings, I can directly ask and discuss with the teacher about my child's development. This really helps me to be able to provide the right support at home.' Observations during these two-way communication activities showed that parents were very actively involved in the discussions. They not only listened to the teacher's explanation, but also shared experiences and suggestions related to their child's learning at home. Teachers also gave positive feedback regarding parental involvement, with one teacher saying, 'Open communication with parents is very important. This allows us to better understand the students' backgrounds and provide a more personalized approach to teaching.'" Data from interviews and observations support the importance of strengthening two-way communication between parents and teachers. Open and regular communication helps build trusting relationships and effective collaboration, which in turn positively contributes to students' learning experiences. The nature school in Palangka Raya demonstrates how an inclusive learning environment can be strengthened by active parental involvement.

b. Education for Parents and Teachers

In order to create harmony and good collaboration in educating and disciplining students, Sahabat Alam Palangka Raya school holds activities for parents, these activities are parenting, workshops, rihlah, Camping for fathers, and cocoon schools for parents. The slogan of the cocoon school at Sahabat Alam Palangka Raya school is "Learning together, growing together". In these activities, parents will be divided into several stages according to class such as class 1 and 2, class 3 and 4, class 5 and 6. In these activities, not only parents, teachers are also required to participate so that there is good collaboration in educating and disciplining students. In the activities for parents held by Sahabat Alam Palangka Raya school, parents and teachers are equipped with knowledge on how to become great parents by experts such as psychologists, psychiatrists, trainers who already have licenses. So that through these activities, parents and teachers can be in harmony in understanding how to educate and discipline students as expected.



Figure III. Cocoon School Activities or Parenting

The image above shows a number of parents sitting in small groups, engaged in an active discussion. A facilitator, who appears to be a teacher or counselor, is leading the discussion. "The Sekolah Kepompong activity is a school initiative to strengthen the relationship between parents and teachers. Through this parenting event, parents gain insight into how to support their children's development at home and understand the dynamics of education at school. The small group discussion activity appears to help parents share experiences and learn from each other." "In interviews with several parents, many expressed that events such as Sekolah Kepompong are very beneficial. One mother commented, 'I feel I understand more about how to accompany my child's learning at home after attending this session. There are many practical tips that I can apply.' Teachers also see the positive impact of parental participation, as stated by one teacher, 'Parental involvement makes children more motivated and disciplined in learning.' Observations during the event showed that parents were very enthusiastic about participating in the discussion and interacting with the facilitator. Many took notes or asked questions during the session, demonstrating their active involvement. After the event was over, several parents were seen interacting with the teacher for further discussion, demonstrating a commitment to improving collaboration between home and school." The combination of data from interviews with parents and teachers and observation results showed that the Sekolah Kepompong event was effective in strengthening collaboration between home and school. Parents felt more prepared and able to support their children after attending the event, while teachers felt greater support from home in the teaching and learning process. These data demonstrate the importance of parenting programs as an integral part of comprehensive child education.

3. Role Play

Based on interviews with homeroom teachers at Sahabat Alam Palangka Raya School, the way to convey discipline at Sahabat Alam School is not only through words but also through examples carried out by the school community. The regulations that have been discussed and agreed upon together will be implemented together. In this case, teachers have an important role because teachers will be inspired and imitated in all words and attitudes while at school. Discipline at Sahabat Alam Palangka Raya School is adjusted to the real conditions of students, all written rules but not made by the school that must be implemented by students, but the rules are discussed, agreed upon together and then written by students and then will be posted in their respective classes.



Figure IV. Teaching how to pray properly before studying

The picture above shows a teacher teaching students in class to pray before starting a lesson. "Through praying before starting a lesson, teachers not only teach religious values but also instill a sense of discipline and responsibility in students. This ritual helps calm the classroom atmosphere, focus students' attention, and prepare them mentally and spiritually to receive lessons." From interviews with several teachers, it was found that praying before learning is an integral part of the daily routine at this school. One teacher explained, "We believe that starting a lesson with prayer can provide peace and focus for students. It is also a way to remind them of the importance of appreciating knowledge and studying seriously. The results of observations showed that this activity was followed

solemnly by students. During several observations, students looked calm and ready to start the lesson after praying. They also appear more organized and disciplined, indicating that this activity contributes to the creation of a conducive learning atmosphere." The results of the interviews and observations complement each other in showing that praying before studying has a positive impact on student behavior and classroom atmosphere. Teachers observed increased focus and calmness among students, which was confirmed by direct observation during the teaching and learning process. These data confirm that the practice of praying before studying plays an important role in supporting educational goals in this school.

4. Making Rules with Students

Based on the results of interviews with homeroom teachers, before entering learning activities or school activities, Sahabat Alam Palangka Raya introduces the boundaries of what students may and may not do. In this case, the teacher involves students in making decisions related to activities in and outside the classroom. This is done through class discussions before carrying out activities. Seen during activities at school or in class, students are asked to discuss class rules which will later be the results of the agreement as a reference during learning in class. Likewise, when learning outside the classroom, students are directed by the teacher to make agreements or rules to be used as regulations during the activity. Students queue to get lunch in groups in the school kitchen. When finished eating lunch, students wash their respective cutlery and return it to its place, then continue with congregational prayer in their respective classes.

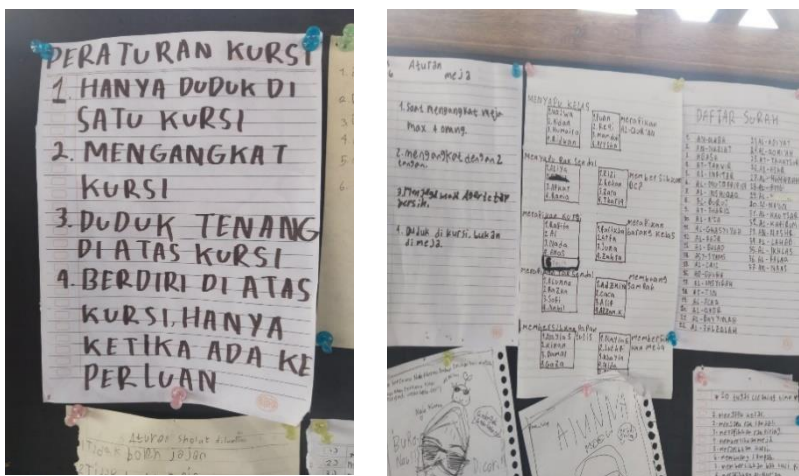


Figure V. Example of Class Rules

The picture above shows the longest class rules on the wall of the Sahabat Alam Palangka Raya School classroom. These class rules reflect the school's efforts to instill discipline and responsibility in students from an early age. Clear and well-posted rules in the classroom help students understand the expectations of desired behavior. Students seem to respond positively to these rules, as seen from their compliance during observation sessions. "The results of interviews with class teachers showed that having clear rules makes students easier to manage and creates a conducive learning atmosphere. One teacher stated, 'With these rules, students know the boundaries of what they can and cannot do. This helps maintain order in the classroom.' In addition, during observations in the classroom, it was seen that students followed the rules such as raising their hands before speaking, which showed that they obeyed the rules. The results of observations also showed that the majority of students followed the class rules, which was reinforced by findings from interviews with teachers who emphasized the importance of class rules to maintain discipline. These two data reinforce each other and show the effectiveness of class rules in shaping student behavior."

Table III. Approach

No.	The Approach Taken	Explanation
1.	Restorative Approach	Using an approach that is tailored to the conditions of the students and inviting students to understand the impact of their behavior on other people and the surrounding environment.
2.	Giving Rewards	Giving awards or appreciation to students can increase their motivation to continue behaving well.

Discussion

1. The success of academic education and the success of disciplined character can foster a conducive teaching and learning process and a pleasant school atmosphere. Elementary schools should be a place of learning, which is pleasant for students as stated by one of the education figures, namely Ki Hadjar Dewantara, that "education in general means efforts to advance the growth of character (inner strength, character), mind (intellect) and body of children: in the sense of Taman Siswa, these parts should not be separated, so that we can advance the perfection of life, namely the life and livelihood of the children we educate in harmony with their world" (Dewantara, 2013). "Discipline is an effort to prevent violations of provisions that have been mutually agreed upon in carrying out activities so that punishment for an individual or group can be avoided (Melati et al., 2022). From the existing description, to realize the school's mission in disciplining students, appropriate education is needed to achieve the vision and mission. In forming a disciplined character, the Sahabat Alam Palangka Raya school takes an approach through holistic education.
2. According to Muchlas Samani in Muhammad Yusuf's article, Holistic education has two meanings, the first is Holistic education is a complete education. The second is a system used to optimize the potential of individuals". Meanwhile, according to Miller et al., it provides the understanding that "Holistic education is education that develops all student potentials harmoniously (integrated and balanced), including intellectual, emotional, physical, social, aesthetic, and spiritual potential" (Naufal et al., 2024).
3. For the formation of disciplined character at the Sahabat Alam Palangka Raya school, students are directed and supervised in carrying out activities that have been socialized by the school.
4. Based on the results of interviews conducted by researchers with the Principal and teachers of the Sahabat Alam Palangka Raya School, it was revealed that the success of forming a disciplined character in their school was based on the following aspects:

Being firm and providing positive interventions against students who break the rules is an important approach in classroom management (Sekarrini et al., 2022). The goal is to educate and improve student behavior without causing fear or hostility. By combining firmness and positive interventions, teachers can help students understand the importance of discipline and develop personal responsibility. This approach is not only effective in the short term but also helps shape students' character in the future.

In order to achieve effective discipline, several approaches are taken. This approach is not only effective in the short term but also helps shape students' character in the future. The approaches used are:

a. Restorative Approach

The Restorative Approach is a philosophy and approach that focuses on repairing the damage caused by criminal behavior or conflict, and involves all affected parties (perpetrators, victims, and the community) in the conflict resolution process (Setyowati, 2020). Using an approach that is tailored to the conditions of students and inviting students to understand the impact of their behavior on others and the surrounding environment. Inviting students to find solutions and correct their mistakes.

b. Giving Rewards

According to Purwanto (2006) rewards are a tool to educate children so that children can feel happy because their actions or work are appreciated. Rewards are everything given by teachers in the form of awards that please the feelings given to students based on good results that have been achieved in the education process with the aim of providing motivation to students, so that they can do commendable deeds and try to improve them (Ernata, 2017). Giving awards or appreciation to students who show positive behavioral changes in the form of verbal/speech and also words of gratitude. This is done in order to increase their motivation to continue to behave well.

CONCLUSION

Holistic education is an educational method to build a whole person by developing their potential which includes social-emotional potential, intellectual potential, moral or character potential as well as creativity and spirituality. One of the keys to a school's success in forming a disciplined character in students is exemplary behavior, through the habituation of educators and education personnel, the exemplary behavior in question is not just a written rule but as a moral reinforcement in behaving for students. Based on the results of research that has been conducted at the Sahabat Alam Palangka Raya School, which is a school that combines visual, kinesthetic and auditory activities of children so that the creativity of students will be honed very well. In the implementation of holistic education at the Sahabat Alam Palangka Raya School, the aim is to form a disciplined character in students, which can be seen to have been implemented well in the learning process. This school also emphasizes the active involvement of all parties, students, teachers, and parents in the disciplinary process, which helps to form awareness and self-responsibility in students. This approach involves intellectual, emotional, physical, social, aesthetic, and spiritual aspects. Success was achieved through various strategies, including comprehensive planning, collaboration with parents, use of role play methods, student involvement in rule making, consistent monitoring and evaluation, and positive interventions. The holistic approach in this school does not aim to standardize students, but rather to optimize individual development according to their respective interests and talents. Overall, this study has gone well and shows that a holistic educational approach involving all components of the school and the implementation of appropriate strategies can effectively shape the disciplined character of students, while creating a safe and positive learning environment.

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