

## INTERNALIZING DISCIPLINE CHARACTER TO SENIOR HIGH SCHOOLS' STUDENTS

### INTERNALISASI KARAKTER DISIPLIN PADA SISWA SMA

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#### ABSTRACT

The internalization of discipline is a necessary character value to follow the many regulations of a school. Students at SMA Negeri 1 Halmahera and SMA Negeri 7 in the South Halmahera Regency were surveyed for this study with the hope of encouraging them to adopt a more disciplined mindset. Qualitative research techniques were used for this analysis. Using an approach based on habituation of disciplinary values, experience, and exercises to strengthen discipline values, and exemplary application by exemplary teachers and students as role models. The results showed that SMA Negeri 1 and SMA Negeri 7 in South Halmahera Regency, North Maluku Province successfully internalized disciplinary values. Students who 1) arrive at school promptly at 7.00 WIT; 2) read a short letter for 15 minutes before beginning the lesson; and 3) stay for 5 minutes after the end of class to sing the national anthem are more likely to internalize the discipline. These three activities are performed daily. The cultivation of discipline in students, particularly through adherence to established norms and programs, enables them to effectively incorporate these principles into their daily lives.

**Keywords:** *values internalization; character; students' discipline; senior high school*

#### ABSTRAK

Salah satu nilai karakter yang perlu diterapkan adalah internalisasi disiplin, untuk mematuhi berbagai aturan yang diterapkan di lembaga pendidikan. Tujuan penelitian ini adalah menginternalisasikan nilai kedisiplinan siswa SMA Negeri 1 Halmahera dan SMA Negeri 7 Kabupaten Halmahera Selatan. Penelitian ini menggunakan metode penelitian kualitatif. Hasil penelitian menunjukkan bahwa internalisasi nilai kedisiplinan yang diterapkan di SMA Negeri 1 dan SMA Negeri 7 Kabupaten Halmahera Selatan Provinsi Maluku Utara menggunakan pola internalisasi nilai dengan pendekatan pembiasaan nilai kedisiplinan, pengalaman dan latihan penguatan nilai disiplin dan keteladanan yang diterapkan oleh guru dan siswa teladan sebagai role model. Dalam pembiasaan kedisiplinan diinternalisasikan melalui masuk sekolah tepat waktu di pagi hari pada pukul 7.00 WIT; 2) 15 menit sebelum memulai pelajaran siswa harus membaca surat pendek terlebih dahulu; 3) Setelah selesai pelajaran sebelum keluar dari kelas siswa diberikan kesempatan 5 menit untuk menyanyikan lagu-lagu kebangsaan. Ketiga hal itu dilakukan rutin setiap hari. Pembiasaan mampu membentuk kedisiplinan pada siswa terlebih lagi mengikuti aturan/ program yang telah dibuat dan mampu diimplementasikan oleh siswa dalam kehidupan sehari-hari.

**Kata kunci:** *Internalisasi nilai; karakter; disiplin siswa; SMA*



## INTRODUCTION

Character building has an essential role in order to overcome the crisis emerging identity Indonesian nation. (Ridhawati, 2021) Character education is important to be encouraged to see unpleasant events continue to appear in the educational environment. (Marjuki, 2018; Bustanul Arifin, Irsan Habsyi<sup>2</sup>, 2023) So it is necessary to have countermeasures so as to prevent harmful things from happening again even Martin Luther said intelligence and character is the success of an education. Law of SISDIKNAS 2003 say that goal of education is building competence of intelligent and character (Ridhawati, 2021). More practice, Bimantara et al. (2021) and Hafidh et al. (2019) argue that enter character concepts in each learning activity in the second way: Making slogans that are able to cultivate good habits in all school/Islamic boarding school community behaviors and third Continuous monitoring. Continuous monitoring is a manifestation of character building

Character instruction may be a think exertion to assist an individual get it, pay consideration to, and perform center moral values. In this case, character education is very important to be applied to students (Lickona, 1991; Kuswandi, & Himayaturrohman, 2018; Faiz & Purwati, 2022; Dahri & Nugraha, 2023). As a person with great character, he ought to attempt to do great things to God, himself, the environment, country and state and the universal world in common by optimizing his potential (information) and went with by mindfulness, feelings and inspiration (sentiments). When individuals first hear about moral or character education,

the second question they usually have is, 'Is this a new field?' ('What is that?' is their first query.) The answer is that this field has existed for as long as humans have considered how to raise the next generation. Classical thinkers such as Aristotle and Confucius focused in depth on the core problems of both of these professions, namely, what sort of person do we want each of our children to be and how can we nurture and teach them to be that way? Of course, the answers to both issues vary greatly, but morality is at the center of both, at least on a societal level. Moral members are required in societies. They require youngsters to grow into moral adults. It is not enough to populate a society with benign hedonists; a truly civil society requires citizens who care about the general good and those who cannot argue for themselves. Humans must comprehend that they "share a common humanity," and that respect must extend "from specific individuals to society in general" (Althof & Berkowitz, 2006; Karim & Hartati, 2020).

Character building is an effort to foster good or positive values in children in accordance with applicable moral ethics (Aswie, 2023). Children not only know what should be done but also understand why it is done, so that children will behave as expected by teachers and parents. One of the character values that need to be applied is the internalization of discipline. In this case, discipline to comply with various rules applied in an educational institution or school. This is in line with the state's objectives contained in paragraph IV of the preamble of the 1945 Constitution of the Republic of Indonesia, namely, "to educate the nation's life, and to participate in

carrying out world order based on independence, lasting peace and social justice", the formation of disciplinary character is required in arrange to attain the state objectives alluded to in Law No. 20 of 2003 Article 3 concerning the national instruction framework Chapter I article I paragraph I which peruses. Instruction could be a cognizant and arranged exertion to form a learning air and learning prepare so that learners effectively create their potential to have devout otherworldly quality, self-control, identity, insights, respectable character, and aptitudes required by themselves, society, country and state (Ministry of National Education, 2003).

Character instruction demands that in case it is to succeed, it must alter the teach of children. Teach changes the way they think and feel. Teach coordinates their conduct. Teach ought to offer assistance them create the excellencies of regularly compassionate regard great judgment and self-control whose nonappearance leads to teach issues. In the event that these missing excellencies are not created, in conjunction with a commitment to hone them, at that point behavioral issues happen once more. In outline, viable teach ought to be character-based, it ought to fortify students' character, not only control their conduct (Lickona, 2012). The discourse of theory in this study is whether the character of discipline is an innate child from birth or can be formed with a school program. This research is principled that the character of student discipline can be formed by the school program.

The brutality and corruption of morality results in the destruction of other forms of life. At the level of state administrators, for example, moral

decay causes the growth of a culture of corruption, collusion and nepotism, poor quality and quality of public services which ultimately destroys people's lives (Karim et al., 2023; Kravchuk, 2017). The function of the government as a servant is no longer running. In the context of social life, damaged morals cause young people to lose their identity, frequent fights and brawls occur between them. Killings and fights between members of society are also direct effects of destroying the moral foundations of a nation. The depravity at the level of government and society is a fact that is clearly visible today (Koneya, 1978; Kultsum et al., 2022). The moral degradation that is happening in Indonesia today is caused by the loss of faith in the nation. Ideally, moral degradation is based on moral values such as honesty, but that truth has been lost. Furthermore, a question arises as to why the moral values were lost? According to Ary, these values have disappeared because their basic roots have disappeared, namely faith (Boruah, 2017; Parinduri et al., 2020).

The literature about discipline character student will appear about teacher behavior and was discuse before there are: discipline character will be applied then five character as a second character had practiced like good religion, honesty, tolerance, hard work and confidence (Ridhawati, 2021). In the other discuss, teacher is most importance actor become discipline of the student. Teacher is influence his student through four roles of teachers in character education, namely example, inspiration, motivator, and evaluator. (Widyasari et al., 2023) and teacher must practice good religion, honesty, discipline, responsibility, social care,

environment care, confidence, love of nation (Rifki et al., 2023). While there is a link between individual character and civic life, it is crucial to recognize that schools are only one component of a student's surroundings. Indeed, the most influential source of advice in encouraging character development is parental, particularly the mother. Because Hodge Hill lacks public institutions, there are few opportunities to cultivate a feeling of common citizenship or shared existence. There are little opportunities to practice civic and social values such as leadership, volunteering, courage, generosity, toleration, and respect (Arthur et al., 2009; Kulkarni & Karim, 2022). After study of literature before, we need to improve any strategy to become good character and behavior of the student as well.

Based on the results of preliminary studies at SMA Negeri 1 Halmahera South experienced a decrease in discipline scores. Not to mention the last two years since Indonesia was hit with Covid 19, the change in attitude in students is very clear by not complying with the rules made by the school, skipping school, not following lessons in class, not doing the assignments given by the teacher and others. The same thing happened at SMA Negeri 7 South Halmahera Regency. Students' awareness of the value of discipline has decreased. Whereas in the past these two schools produced outstanding students and were disciplined to the rules made by the school. If the process of strengthening disciplinary character values is not carried out, there will be many other things that are not in accordance with the rules.

The main problem formulation in this study is how is the process of internalizing discipline into the character of schools in two different high schools? Responding to this, of course, requires the synergy of various school parties to be able to change the value of indiscipline into the value of discipline. Value internalization is one of the efforts needed to restore the discipline of SMA Negeri 1 Halmahera and SMA Negeri 7 South Halmahera Regency students. In this case, of course, the role of the teacher is very important to respond to this.

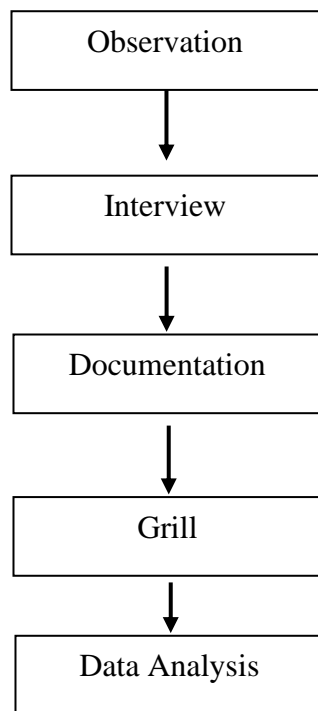
This research aims to finding focus on internalization of three thinks will improve discipline character behavior inside the school there are come on time at 07.00 at the school, reading short of surah in the Koran, and sing the national song five minute before the end of class.

## **METHOD**

In this ponder, analysts utilized subjective strategies. Qualitative strategies have a more assorted approach to scholastic inquire about. Subjective strategies still depend on information within the shape of content and pictures, have one-of-a-kind steps in information examination, and come from diverse inquire about procedures. Composing a strategies area for a subjective investigate proposition requires the peruser to be taught concurring to the reason of the investigate, saying a particular plan carefully reflecting on the role of the analyst within the investigate, utilizing an unending list of sorts of information sources, utilizing particular conventions for recording information, examining data through different steps of

examination, and specifying approaches to record the exactness or legitimacy of the induced information (Creswell & Creswell, 2018)..

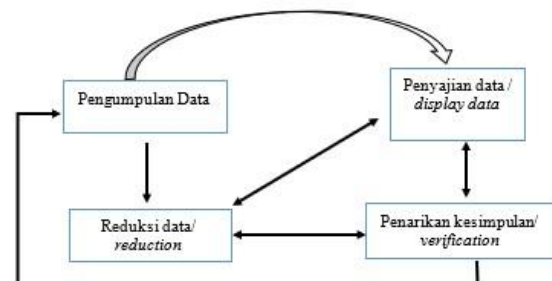
The qualitative method applied by the researcher starts from the data collection process to its interpretation. The data collection starts from the following syntax as figure 1:



**Figure 1. The steps of data collecting**

At the beginning of the research, the researcher made observations to see how the condition of the value of discipline in SMA Negeri 1 Halmahera and SMA Negeri 7 South Halmahera Regency. This observation is open-ended in which the researcher will ask general questions to participants who allow them to participate freely to provide their views on the problems that occur at the research location. Furthermore, the researcher asked questions to the

respondents/informants consisting of students, teachers and principals. The researcher also analyzed documentation from the school's vision and mission, similar research articles and lesson plan documents. Besides, the analyst conducted a checklist to check whether the comes about of information collection were in agreement with the goals of this consider. At that point the analyst dissected the information as required in this ponder with steps such as, information collection, information diminishment, information examination to conclusion drawing. To parse the comes about of the ponder until the conclusion of the analyst utilizing information collection strategies with information collection, information diminishment, information introduction until the organize of concluding the information as figure 2:



**Figure 2: Data analysis flow** (Sugiyono, 2013; Faiz & Soleh; Faiz, Novthalia, et al., 2022)

## RESULTS AND DISCUSSION

In internalizing the value of discipline, researchers found facts related to strategies in internalizing values through special programs implemented in both schools, namely SMA 1 and SMA 7, including:

- 1) Arrive on time in the morning at 7.00am WIT

- 2) 15 minutes before starting the lesson, students must read a short letter first.
- 3) After finishing the lesson, before leaving the class, students are given 5 minutes to sing national songs.

These three things are done routinely every day, if violated, sanctions will be imposed by the teacher in accordance with the rules that apply in the school. Not only through rules, the internalization of the value of discipline is also applied from the aspect of discipline to keep the school environment clean and quiet. The habit is what forms discipline in students, especially following the rules/programs that have been made so that the programmed can be implemented by students in everyday life as expressed by students that "discipline is very important because it shapes our personality to be better, more respectful of the time and responsibilities that teachers have given us, with discipline we can learn to respect other people even though they are not our relatives, especially respecting the moral messages that teachers have taught us as students their students. Sarmita 12 May 2023." The results of these interviews indicate that the role of teachers in shaping the beliefs of highly religious students is needed. Therefore, the role of the teacher in shaping the discipline of students in religion is very important to be implemented.

From other aspects, for example, the application of disciplinary character is internalized through reading short letters for 15 minutes. This is done every day before the lesson starts, which applies to all subjects, not just Islamic religious education lessons. This is explained by the teacher to students so that students feel inner calm before

entering the lesson. It is done solely to help the success of students in strengthening faith and belief in God, so that students get used to it by themselves without being asked when returning home, it is also done by the child. By reading short prayers and their translations, students are more sensitive to religious teachings and then make religious teachings a fortress to shape their disciplinary character in religion as ordered by God. This was explained by students when interviewed by researchers regarding "How do you integrate the character of discipline in routine activities at school? Reciting short letters and their translations. That way we get used to remembering God in any situation and condition. God is the ultimate helper whenever humans need God always gives help to us as his people. Melisa 13 May 2023". The results of these interviews indicate that the role of teachers in shaping the beliefs of highly religious students is needed. Therefore, the role of the teacher in shaping the discipline of students in religion is very important to be implemented.

Next, discipline is applied in the aspect of singing one of the national anthems then sung together by students and students which aims to show love for the country. With this habit, students are taught to recall the long history of the Indonesian people who fought for Indonesian independence. The sense of love for the country that students have becomes an attitude of nationalism. This is a form of responsibility of the younger generation to protect the nation through nationalism songs.

Of the three programs which consist of; 1) Arriving on time in the morning at 7.00 WIT; 2) 15 minutes

before starting the lesson students must read a short letter first; 3) After finishing the lesson before leaving the class students are given 5 minutes to sing national songs. This is a mandatory programmed that must be implemented by teachers and students.

In the programmed that has been made by the teacher, students must obey and carry out everything if not given sanctions in the form of severe and mild punishment depending on the mistakes made by students. Students will be given severe sanctions if they are late in the morning for three consecutive times it applies to all students without exception, there are also cheerful sanctions such as being late once with the excuse of doing homework first before going to school, it can be tolerated but cannot be done for the second time let alone the third time because it will be given severe sanctions.

It also applies to students who do not recite short verses along with their translations just before the lesson starts as well as students who do not sing the national anthem before leaving the classroom. Because these three things should be able to form a good disciplinary character for students, from obeying school rules, loving good things taught by religion and having high traits of Nationalism.

The internalization of the value of discipline will certainly not run smoothly if there is no teacher participation in the implementation process. Teachers as role models need to provide reinforcement as examples or role models so that the internalization of discipline values can run well. Not only teachers who become role models in internalizing the value of discipline.

Some students who are administrators of the Student Council or Intra-School Student Organization also set a good example for other students. This reinforces that if it is through peers, it may be more acceptable in reinforcing the value.

In internalizing character values, teachers use inner control techniques, namely teachers always use good and polite speech and language both in delivering lessons and in daily life in the school environment. This is in accordance with the opinion of Noor (2012) which states that disciplining students with inner control techniques is that teachers are required to be role models for students in terms of discipline. Also, teachers in instilling discipline using inner control techniques, namely teachers always model or give examples to their students. To foster discipline, students and teachers must carry out order and discipline because of a mutual agreement. So that teachers try to educate their students well, namely by teaching students to obey and carry out the rules and agreements that have been made. Because the agreement was made by two parties, namely students and teachers. So that teachers and students must carry out the agreement together to realize the values of discipline to realize the responsibility of a teacher whose job is to teach and educate students to become useful people for the country, nation and religion. While the duty of students is to study well in order to achieve brilliant, brilliant and fairly achievements that are useful for their future. So that teachers and students must carry out the agreement together to realize the values of discipline to realize the responsibility of

a teacher whose job is to teach and educate students to become useful people for the country, nation and religion. While the duty of students is to study well in order to achieve brilliant, brilliant and fairly achievements that are useful for their future

The pattern of value internalization applied in SMA Negeri 1 Halmahera and SMA Negeri 7 South Halmahera Regency uses 3 patterns of value internalization with exemplary, experiential, and habituation methods. (Hakam, K. A and Nurdin, 2016). This can be explained as follows:

- a) Exemplary approach. This approach is important, because the intended targets are young students, who in terms of moral development still need "actors" or moral actors.
- b) An experiential approach, where learners are led to religious experiences until they make an impression on their lives, both small and large influences on their daily behaviour.
- c) The habituation approach, where learners are "forced" to get used to actualizing the good experiences that have been gained in the form of daily behavior.

In addition, it also reprimands and warns students to be more disciplined in learning in the classroom. In addition, students are also taught to practice discipline and comply with the rules and regulations that apply at school. This is in accordance with the opinion of Noor (2012), which states that disciplining students with external control techniques can be done by giving threats and scaring and offered with rewards. Threats are given to undisciplined students, while rewards are given to highly disciplined students.

That way students who are always obedient and disciplined to the rules set by the school. And if there are students who are not disciplined in accordance with the rules set by the school, both the principal and the teacher must give a warning.

Concurring to Kurt Artist (Rahman, 2018) from a mental angle, teach is the capacity to control conduct that comes from inside an individual in agreement with things that have been controlled from exterior or / standards that as of now exist. In other words, teach from a mental point of see may be a person's conduct that emerges and is able to alter to the rules that have been set. The event of undisciplined conduct in schools appears that there are genuine issues in terms of teach character instruction. The development of undisciplined conduct appears that the character-related information that understudies get at school does not have a positive effect on changes in students' day by day conduct. In the meantime, to carry out duties appropriately, we must to begin with know and get it who we are, our obligations and obligations, and how to act properly in agreement with the rules that have been made both within the school environment and exterior the school environment. For this reason, the function of the school in this case is to strengthen and habituate the value of discipline so that the character of students becomes accustomed as implemented in SMA Negeri 1 Halmahera and SMA Negeri 7 South Halmahera Regency.

Schools have long been seen as teach that get ready understudies for life, both scholastically and as ethical operators in society. Character values incorporate trustworthiness, openness,



resilience, shrewdness, self-discipline, supportiveness, kindness, strength, and law-based values (Johansson, Lunn-Brownlee, J., Walker, S., Boulton-Lewis, G., & Ailwood, 2014).

It can be emphasized that to foster the value of discipline, students and teachers must carry out order and discipline because of a mutual agreement. So that teachers try to educate their students well, namely by teaching students to obey and carry out the rules and agreements that have been made. Because the agreement was made by two parties, namely students and teachers. So that teachers and students must carry out the agreement together. This is what teachers and students of SMA 1 and SMA 7 do during the ongoing process of forming disciplinary characters in students.

Seen from the viewpoint of human potential as an animal that has the potential for esteem, it can be seen in two sides, firstly the potential to bring esteem to itself, furthermore the potential to extend the degree of its value. Two diverse things in spite of the fact that in one unit. The potential to bring esteem to oneself implies the capacity to acknowledge values from exterior (whether from universal values that have been recognized as valuable by civilized nations in the world, or absolute values that are recognized as valuable according to religious beliefs, or objective values that are recognized as valuable by certain groups of people) that have not previously become personal values. The ability to bring external values into self-values is called the ability to internalize values. (Hakam & Nurdin, 2016).

When value is in a person's mind, it becomes an important concept in life,

so that the concept or idea is used as a standard of behavior, namely the standard for displaying beauty, effectiveness, or meaningfulness that he supports and defends, although not always realized, after a person comes into contact and knows something of value, the value will gradually affect his beliefs, so that value becomes the basis of thought and even the basis of his actions. Therefore, values give individuals the impetus to choose and reject them so as to bring something into existence.

With the results of this study, it shows that students of SMA Negeri 1 and SMA Negeri 7 of South Halmahera Regency, North Maluku Province are very enthusiastic about following the rules made in accordance with the program arranged by the school. The influence and participation of teachers in implementing discipline will further strengthen and accelerate the process of internalization of values built into school culture and rules. The comes about of this think about back the comes about of inquire about conducted by Janah, (2018) with the title Disguise Show of Legitimate Character and Teach of Understudies Multisite Think about at Madrasah Ibtidaiyah (MI) Miftahul Ulum and Rudimentary School (SD) Muhammadiyah 04 - Batu City, East Java). In expansion, comparative investigate was created by Pradina, Faiz, & Yuningsih (2021) that within the character of teach the part of the educator is a critical figure, the dynamic part of the father, mother instructor, and foremost is able to shape the character of understudy teach at MI.

Nihayatul Amal Gunungsari. With the results of this supporting research, it reveals that it is important to

apply the value of discipline in the process of internalizing character values for students as the backbone of the nation in the future. The disadvantage of this data lies in the subject of the research where the research subject is only the scope of students in two secondary schools, while the new findings are that even though the character can be formed, but there are differences in each place. Research recommended to other researchers so that research on character is carried out in the same school as more subjects.

## CONCLUSIONS

Internalization of the value of discipline applied in SMA Negeri 1 and SMA Negeri 7 of South Halmahera Regency, North Maluku Province uses a value internalization pattern with the approach of habituation of the value of

discipline, experience and practice of strengthening the value of discipline and exemplary applied by teachers and exemplary students as role models. In habituation, discipline is internalized through entering school on time in the morning at 7.00 WIT; 2) 15 minutes before starting the lesson students must read a short letter first; 3) After finishing the lesson before leaving the classroom students are given 5 minutes to sing national songs. These three things are done routinely every day. With habits able to form discipline in students, especially following the rules/programs that have been made and are able to be implemented by students in everyday life. Suggestions to the next research to pay more attention to the indicators of discipline and character that is to be adjusted to the theory adopted

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