

BUILDING YOUNG GENERATION CHARACTER: STRATEGIES FOR INTERNALIZING THE DISCIPLINARY CHARACTER OF JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The purpose of this study is to examine various strategies for internalizing the disciplinary character of junior high school students applied by schools and teachers in order to create effective learning in the classroom. This is based on violations committed by students, even though school rules have been applied. Through the instillation of discipline in students, it is hoped that self-awareness will emerge to comply with applicable rules/norms, not because of a sense of compulsion to obey applicable rules/norms. This type of research is descriptive qualitative research, where the data collected are data from observations in the field, and interviews with principals, curriculum wakasek, student affairs, teachers, and students, as well as from literature that supports the concept of internalization of disciplinary character. The data validity technique used is a triangulation technique. Data analysis is carried out by collecting data, reducing data, presenting data, and drawing conclusions and verification. The results showed that there are three approaches in internalizing the disciplinary character of students in SMP Negeri 3 Sumber, namely the school culture approach, Classroom Management/Climate, and social-emotional development through extracurricular activities and social care movements. As for the implementation of the strategy of internalizing the character of student discipline, there are no violations that exceed reasonable limits such as drugs and others, but they have not been 100% successful, there are still those who violate school rules. The obstacles that cause it are lack of cooperation between parents and the school, social and conformity factors, difficult transportation, and mediocre family economy.

Keywords: strategy, internalization, disciplined character.

ABSTRAK

Tujuan dari penelitian ini adalah hendak mengkaji berbagai strategi internalisasi karakter disiplin siswa SMP yang diterapkan sekolah dan guru dalam rangka terciptanya keefektifan pembelajaran di kelas. Hal ini didasari adanya pelanggaran-pelanggaran yang dilakukan siswa, padahal aturan-aturan sekolah sudah diterapkan. Melalui penanaman kedisiplinan pada siswa diharapkan muncul kesadaran diri untuk mematuhi aturan/norma yang berlaku, bukan karena rasa terpaksa untuk mematuhi aturan/norma yang berlaku. Jenis penelitian ini adalah penelitian kualitatif deskriptif, dimana data-data yang dikumpulkan merupakan data hasil pengamatan di lapangan, dan wawancara dengan Kepala Sekolah, Wakasek Kurikulum, Wakasek Kesiswaan, Guru, dan siswa, serta dari literatur yang mendukung konsep dari internalisasi

karakter disiplin. Teknik keabsahan data yang digunakan adalah teknik triangulasi. Untuk analisis data dilakukan dengan cara pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan serta verifikasi. Hasil penelitian menunjukkan bahwa terdapat tiga pendekatan dalam internalisasi karakter disiplin siswa di SMP Negeri 3 Sumber, yaitu pendekatan budaya sekolah, Manajemen/Iklim Kelas, dan pengembangan sosial emosional melalui kegiatan ekstrakurikuler dan gerakan peduli sosial. Adapun penerapan strategi internalisasi karakter disiplin siswa sudah berjalan dengan baik, tidak ada pelanggaran yang melebihi batas wajar seperti narkoba dan yang lainnya, namun belum 100% berhasil, masih ada yang melakukan pelanggaran tata tertib sekolah. Kendala yang menyebabkannya adalah kurangnya kerjasama orang tua dengan pihak sekolah, factor pergaulan dan konformitas, transportasi yang sulit, dan ekonomi keluarga yang pas-pasan.

Kata Kunci: Strategi, Internalisasi, Karakter Disiplin.

A. INTRODUCTION

Building a generation of character in learning activities requires character building in schools. That's why character building has an important role in the formation of a quality young generation. This can be done through a curriculum that encourages character development, extracurricular activities that instill positive values, and the exemplary role of adults, namely teachers. This needs to be applied to avoid a crisis of morale and character.

According to (Suryadi, 2012) the occurrence of moral and character crisis due to the separation between intellectual education and value education. There should be an integration between the two in doing character building. For this reason, in creating good behavioral attitudes in students at school, it is necessary to develop three important aspects, as stated (Lickona, 1991), namely: moral knowledge, moral feeling, and moral behavior.

One of the characteristics of students that needs attention in the educational process is discipline. According to Dolet Unardajan (2003), discipline is defined as the exercise of politeness and spirituality as well as personality development. Meanwhile, according to Tulus Tu'u (2004), discipline arises because of self-awareness that obedience is useful for his good and success.

Discipline is needed in social life because it can foster other good characters. As stated (Wuryandani, 2014) "Through discipline will encourage the growth of other good character values, such as responsibility, honesty, cooperation, and so on". For this reason, discipline must be applied and developed in schools.

The focus of the study in this paper is on how stakeholders can build or shape the character of self-discipline in students, not just obeying the applicable rules (norms), but discipline that comes from a sense of responsibility and also students' self-awareness to obey it. Therefore, to build disciplinary character in students, internalization is needed.

According to the Big Indonesian Dictionary (KBBI), internalization means appreciation of a doctrine, teaching, or value so that it becomes a belief or consciousness

which is then manifested in attitudes and behaviors. Internalization of character values is basically the process of instilling character values into a person so that these values become part of him, animating his mindset, attitude patterns, and behavior and building self-awareness to apply these values.

As happened at SMPN 3 Sumber, it is known that there are still students who commit violations and lack discipline, such as: coming to school late, doodling school facilities, wearing untidy clothes, often going in and out of class while studying, asking permission to go to the toilet but not returning to class, sometimes making noise in class, and so on. Even though school rules have been implemented in order to internalize or instill disciplinary values in students, they have not been fully followed by all students. For this reason, it is necessary to internalize strategies in shaping the character of self-discipline in students.

In this modern era, instilling discipline character in junior high school students is becoming increasingly important, in an effort to equip them with the ability to lead responsible and independent lives in the future. Internalization of discipline character in junior high school students is a process of instilling discipline values to become part of their personality, because it makes many positive contributions, such as: increasing learning achievement, forming a responsible character, creating a conducive environment, and building a quality young generation. This can be done through various strategies.

By implementing the right and consistent strategy, it is hoped that the young generation of Indonesia can grow into a generation that is disciplined, responsible, and has noble character. Building the disciplined character of junior high school students is an important investment for the future of the nation.

Based on the above background, this study will examine the problem of how schools create a conducive environment for students so that disciplinary character values can be optimally internalized in students.

B. RESEARCH METHOD

This research was conducted at SMPN 3 Sumber Cirebon Regency using a descriptive qualitative approach, because the data was taken from the words of informants, and pictures or documentation during research. According to (Moleong, 2018) this qualitative research is carried out holistic observation of events that occur in the field by utilizing various scientific methods.

Data sources were obtained from informants, namely principals, curriculum wakasek, student representatives, teachers, and students conducted through in-depth interviews and observing various events or activities carried out, as stated (Creswell, 2010) researchers went directly to the field to observe the behavior and activities of individuals at the research location. Then take documents and archives regarding school rules. So, data collection techniques in this study used interviews, observation, and documentation study techniques.

In order to obtain data from the study, the author checked the validity of the data using triangulation techniques. To analyze the data the author does through several stages, namely: data collection, data reduction, data presentation, and conclusion drawing (Miles and Huberman, 1992).

C. RESULTS AND DISCUSSION

1. Strategies for Internalizing Student Discipline Character in SMP Negeri 3 Sumber

One of the factors that affect the quality or failure of student learning at school is discipline. Because the purpose of discipline in school as stated (Maman, 2004) is to help students understand and adjust to the demands of their environment and avoid doing things prohibited by the school. As one of the external environments, namely schools, SMP Negeri 3 Sumber seeks various strategies in internalizing the character of discipline in its students, namely through school culture, management/classroom climate, and social-emotional development.

a. Discipline character building strategies through School Culture

For schools, especially SMP Negeri 3 Sumber, student discipline is the main capital in learning, both in class and extracurricular. This was revealed by the Principal and Vice Principal for Student Affairs of SMP Negeri 3 Sumber. Disciplined students make it easier for teachers / schools to manage the learning process. The success of SMP N 3 Sumber in every key aspect is discipline. With discipline, it will be easy to direct or shape students in accordance with the school's vision-mission. One strategy is through habituation or school culture. The establishment of conducive school conditions is closely related to school culture and is very important to build because it is the hallmark of the school. A positive and conducive school culture can be an effective means of instilling disciplinary values in students.

School culture according to (Dewi, 2019) refers to a system of values and norms formed by the environment that creates a common understanding among all elements and stakeholders of the school and is accepted together and implemented consciously as natural behavior. Sukadari et al (2015) also strengthen this opinion, that school culture is the result of mutual agreement between school residents.

According to Wiyani (2013) and Hongboontri C, Keawkhong N (2014), school culture is not only focused on environmental aspects but also ritual activities that become routine in schools, relationships between components in socio-cultural as well as extracurricular and intracurricular additional activities and policy processes taken to shape decisions that apply in the school. The development of a values- and character-based school culture is important because it will greatly help educators and students and education staff become school citizens with character (Hall, G., & Hord, 2015). For this reason, there needs to be self-development efforts. The self-development efforts according to Wiyani (2013) can be done through routine habituation, exemplary habituation, spontaneous habituation, and conditioning. So, one way or strategy in developing students at SMP Negeri 3 Sumber to have a disciplinary character is the establishment of school culture.

b. Classroom Management/Classroom Climate

Classroom management and classroom climate are two closely interrelated concepts in creating a conducive and effective learning environment. Classroom management refers to the process of controlling the learning environment to achieve learning objectives. This involves a variety of activities, such as: setting classroom rules and regulations, implementing consequences, providing recognition and rewards, building good relationships with students, and creating a conducive learning environment. While the classroom climate refers to the atmosphere or feelings created in the classroom and can motivate students to learn, improve learning outcomes, and build good character. Such as: safe and comfortable, respectful, open and supportive, and focused on learning.

Effective classroom management is key in forming a comfortable learning environment and supporting the realization of students with character. Classroom management and classroom climate as implemented at SMP Negeri 3 Sumber are two important factors in shaping an effective learning environment. With proper and continuous application, it is expected that students can reach their optimal potential and become successful individuals in the future.

c. Social Emotional Development

Aspects of development that exist in every human being include aspects of social and emotional development, which are often united into socioemotional. Socioemotional development according to the explanation (Nurmalasari, 2015) is developing the skills, attitudes, and values needed to acquire social and emotional competence as children's capital in interacting with themselves, others and the surrounding environment.

2. Application of strategies for internalizing student discipline character

There are three approaches or strategies carried out by schools in implementing discipline in students, namely school policy (school culture), classroom management, and social emotional learning through social care carried out by teachers with students.

a. Application through School Culture

Efforts to form student discipline carried out by SMPN 3 Sumber through school culture, including routine habituation, spontaneous habituation, and exemplary habituation.

1). Routine Habituation

The purpose of habituation here is discipline development activities that are integrated into the routine activities of students daily at school. Based on research at SMP Negeri 3 Sumber, several routine activities/habituation were found such as:

- a) Taking advantage of Monday, that is always carrying out the flag ceremony. This flag ceremony activity is not just a routine, but also to discipline students and have a nationalism attitude.
- b) Every Friday morning conducts religious activities, such as yasinan and religious studies in the field managed by DKM. This activity is carried out in order to discipline children to like to read the Qur'an, like Islamic art, educate students

to become Mu'azin, little da'i, and also educate students about their obligations as a Muslim.

- c) Every Saturday there is a School Literacy Movement, where all children gather in the field and are directed to positive things. The person in charge of this activity is the language teacher and library manager. This activity is carried out in order to discipline students to get used to reading.
- d) Coaching by each homeroom teacher in the early hours (15 minutes before the first hour), such as tadarus or recitation before starting lessons.
- e) Construction by BP/BK.
- f) Pocket Book, as a school capital that contains guidelines for student discipline at school. Every good or bad activity will be recorded in this pocketbook. Points of violation and achievement are written in the form of scores. This pocketbook is used as an assessment of student behavior.

This routine habituation is a method of character cultivation that is carried out on a scheduled and consistent basis to build positive habits in students. As the opinion (Samani, 2012) that routine activities are carried out repeatedly and permanently at all times. This method aims to form disciplinary character, increase a sense of responsibility, instill positive values, and develop student independence.

2) Exemplary habituation

The exemplary habituation carried out at SMP Negeri 3 Sumber is an effort to instill good morals and habits through examples of behavior shown by teachers. In line with the opinion (Islahunnisa, 2010), that example is the cultivation of morals and habits that should be taught and familiarized by providing concrete examples. Likewise, according to the explanation (Narwanti, 2011) that example is related to good behavior that needs to be imitated.

Through the exemplary method, it is hoped that students will practice what their teachers do, such as: not being late for school, dressing neatly and politely, always using polite language, always giving direction and good examples in leading. The goal is to form a profile of Pancasila students and to cultivate good behavior so that everyone is able to be an example for others.

From these examples, it is hoped that students will follow it, as an important effort in building a young generation with character. For this reason, commitment and cooperation from all school residents are needed in implementing the exemplary habituation program well and consistently.

3) Spontaneous habituation

The purpose of spontaneous habituation at SMPN 3 Sumber is smiles, greetings, and greetings when passing by teachers, principals or school residents. Culture queue, LISA (See Garbage Take) and throw it in its place, kiss the hands of teachers or parents, and so on. These habits are general. As for specifically, it can be in the form of warnings or advice and also sanction teachers and students if they are not

disciplined. The spontaneous habituation that has been carried out in the school is a method of character cultivation that is carried out unscheduled and takes advantage of the right moment to provide direct follow-up to student behavior. As stated (Gunawan, 2012) that spontaneous habituation is carried out by students at that time. The goal is to form disciplinary character and build student self-control.

b. Application through Management/Climate Classes

The findings in the field obtained data that, one of the management approaches taken by teachers at SMPN 3 Sumber is power, meaning that teachers play a major role in disciplining students. In essence, students need to be supervised and regulated. For example, when children are in class hours there are always those who like to go out, with the excuse of going to the toilet or to the library. So the school provides three Name Tags in each class. So if there is a child who is allowed to go to the toilet, he must use a name tag, as a way to supervise students.

The approach taken by the teacher mentioned above, is an authoritarian approach as stated by Wilford A. Weber (1986), that the authoritarian / power approach is one of the management approaches applied to control student behavior. Therefore, the teacher must play a role as a controller of order in the classroom. Most of the teachers at SMP N 3 have managed the class well. For example, when classroom conditions are not conducive, students are noisy, the teacher takes an individual approach to the student. Teachers also apply various learning strategies, both in learning methods and learning media in order to create a conducive environment. Reinforcement for children who commit violations is also educational, for example singing national songs or regional songs. The punishment aims to let them know the national songs and folk songs that we have, and children also have a spirit of nationalism by loving national songs and folk songs. Because of the current condition, many children are more aware of foreign songs (songs from the west).

c. Application through Socioemotional Development

In social emotional development, SMP Negeri 3 Sumber applies it through extracurricular activities, such as: Paskibraka, PMR, and Scouting as well as activities in the fields of Sports and Arts. This extracurricular activity aims to discipline students so that they are expected to have leadership, courage, and obedience. Through extracurricular activities, character building is more dominant and more focused so that it is more relevant to the formation of student discipline. Students of SMP Negeri 3 Sumber are more motivated in extracurricular activities. In addition, social emotional development is also carried out by schools through social care movements for teachers and students by setting aside money or pocket money to help school residents who experience difficulties. Here the school instills discipline in school residents to care for others who experience difficulties.

All of the above routine activities are carried out by schools and teachers to help develop student behavior patterns in enforcing discipline. As stated (Mulyasa, 2006),

through discipline students will comply with the regulations that have been made by the school.

From the results of the data collection that the author did, it is known that the application of these strategies to students of SMP Negeri 3 Sumber has formed a fairly good student discipline. There are no violations that exceed reasonable limits such as drugs and others. School culture, classroom management, and socioemotional development of SMP Negeri 3 Sumber students have been implemented and run by teachers and students. However, the results have not been 100% successful because there are still students and a small number of teachers who commit violations, such as arriving at school late, hair is not neat or modeled, going in and out during KBM hours, skipping school or running away from school during KBM, school attributes are incomplete, and there are still those who carry motorbikes. As for the teacher's actions for undisciplined students and to build their awareness of discipline, namely by giving reprimands, singing the national anthem, giving violation points to pocket books. This is done to create a deterrent effect and minimize the occurrence of violations again in the future. And if it still repeats, it is acted upon in accordance with applicable rules.

3. Obstacles faced in instilling discipline in students

Every activity certainly does not always run perfectly, there are always obstacles or obstacles faced, as well as in instilling discipline in students at SMP Negeri 3 Sumber. So far, students only know that schools have rules that must be obeyed and students are obliged to carry out these rules, but sometimes they still violate these rules. This happens because in them they do not awaken awareness of the importance of discipline. To build students' awareness of the importance of discipline, schools implement various strategies through several approaches, namely school culture and climate approaches or classroom management, however, there are still violations. Violations occur due to the dissynchronization between school rules and parents. When the school forbids but the parents allow, it will be very difficult to control. For example, when schools contact parents regarding their children's indiscipline, some support school programs and some do not. They do not accept or believe that their child has committed an offense, because they think their child is a good child. At home always show good behavior. Likewise with the regulation where children are not allowed to bring motorbikes to school. In fact, there are those who violate the rule, arguing that there are not many vehicles going to school, or parents deliberately tell their children to bring motorbikes to school because they have more than two motorbikes so it's a shame if they don't use them. For this reason, the school asks for the cooperation of parents to implement these rules through parent meetings with the school. If the author concludes, there are several factors that become obstacles faced in instilling student discipline, as follows:

a. Parental factors, such as:

- 1) Broken home or divorce of parents, so many parents lack attention and affection for children, and lack of parental support and supervision because they are busy working outside, wandering.

- 2) lack of parental cooperation with the school. For example, when parents are called to school related to problems that occur to their children, which come in various ways. Some support school efforts, others tend to defend children as if their children are right.
- 3) There is no continuity between parents and schools. If a parent gets a letter related to the program that the school will do, it is always the question "What is my child wrong", or "what donation is there". No one asks "how is our child doing in subject A" for example. This is where there is a need for socialization for parents.
 - b. Social factors, such as imitating friends, play a lot so that they wake up late; Because their daily lives when at home always gather with children who have dropped out of school, smokers, and with adults, so they are carried away by the flow of their playmates.
 - c. facilities/transportation factors, such as not having a vehicle, not being allowed to carry a motorcycle, difficult transportation;
 - d. economic factors, because they on average come from mediocre or lower-middle economic families;
 - e. Factor in its personnel or students. Some have been fostered several times and then receded, some are unruly, difficult to foster, which the school says is a special child, there is no desire to learn. To deal with children like this, teachers or schools approach with playfulness, not rudeness.

So, it is clear that in instilling discipline character in students is not easy, there must be various obstacles that must be faced. Not only the student factor is difficult to manage, but also poor association, mediocre economy, and less supportive facilities or transportation will hinder in instilling disciplinary character in students. And last but not least, the parent factor. Lack of parental cooperation with the school and also lack of continuity between parents and schools will hinder the cultivation of discipline in students.

D. CONCLUSION

The results of research at SMPN 3 Sumber regarding the strategy of internalizing student discipline character, the researcher can conclude: Strategies in internalizing discipline character in SMP Negeri 3 Sumber students, namely through school culture, management/classroom climate, and social-emotional development. The application of these strategies to the students of SMP Negeri 3 Sumber has formed a fairly good student discipline. There are no violations that exceed reasonable limits such as drugs and others. School culture, classroom management, and socioemotional development of SMP Negeri 3 Sumber students have been implemented and run by teachers and students. However, the results have not been 100% successful because there are still students and a small number of teachers who commit violations, such as arriving at school late, going in and out during KBM hours, skipping school or running away from school during KBM, uniforms are not in accordance with applicable rules or regulations such as pants worn by male students that are too small or cingkrang and clothes are not included, The attributes are not complete, and there are still those who carry motors. In implementing this strategy there

are obstacles faced by schools, so there are still students who commit violations. The main factors that become obstacles in the application of student discipline are the lack of parental cooperation with the school and the lack of attention, supervision and affection of parents to their children causing students to be less controlled. In addition, social and conformity factors, difficult transportation, and mediocre family economy also affect in creating discipline in students.

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