

MODEL OF STUDENTS' DISCIPLINE ATTITUDE FORMATION

IN SD NEGERI 2 HARAPAN JAYA

Resty Diana Putri, Riswandi, Maman Surahman, Erni Mustakim

Universitas Lampung

restydianaputri@yahoo.co.id

Abstract. *This research aims to describe and explain the model of student's discipline attitude formation. The method used was descriptive with qualitative approach. The data were collected through observation, interview and documentation. The data were analyzed by using Miles and Huberman's model. The data source consisted of principal, teachers and students. The results: (1) effort to form student's discipline attitude, (a) planning, (b) school program, (c) activity, (d) implementation of activity. (2) school commitment in forming student's discipline attitude, (a) affective, (b) continuance, (c) normative. (3) supporting factors: parents, principals and teachers, the willingness of the students. (4) the school's assessment using social attitude journals. Through these results, the model for the establishment of students's discipline attitude formation included the pre-implementation stage, containing the planning; implementation, containing the implementation of activities, carrying capacity, attitudes would be assessed to determine follow-up. The whole stage was accompanied by commitment from principals, teachers, parents, and students.*

Keywords: *attitude formation, discipline, commitment, attitude assessment.*

A. Introduction

Every human being needs education. Through education, a person not only understands about knowledge, but also attitudes and skills. Knowledge can be explored through learning. While attitudes can be extracted through interaction with others or the surrounding environment. This is supported by the results of research conducted by Sugiyono (2016) which states that environment is very influential on the character and personality of new students of Pondok Pesantren Darussalam Blokagung. If the environment is good, then the personality and character of students will get carried away, if the environment is bad, then the character and personality of students will be bad.

Character-based education is a good educational base in for inducting the character values. According to Rachmadyanti (2017), Character Education is a system for inducting the character values to the school's citizens which includes the components of knowledge, awareness or willingness, and actions to

implement those values.

Characters act as a way of having a consciousness to behave well and to apply other noble values. According to Rachmadyanti (2017) character education is a system of inculcating character values to the citizens of the school that includes components of knowledge, awareness or willingness, and actions to implement those values.

Instilling habits on students is done in activities and rules at school. Mulyasa (2015: 102) Mulyasa states the formation of attitudes, competencies and character done with the following procedure:

- a) Encourage learners to apply the concepts, knowledge, competencies and characters they learn in daily life,
- b) Practice learning directly, so that learners can build new attitudes, competencies and characters in daily life based on understanding learned,
- c) Use the most appropriate method to change the attitude, competence and character of the learner significantly.

Through routine activities, students are given rules that require

them to follow it continuously. According to Gunawan in Wulandari (2017) stated that:

a student in following the learning activities in school will not be separated from the various rules and regulations that apply in school, and are required to be able to behave in accordance with the rules and rules that apply in school.

Example of routine activities 1) Monday ceremony, 2) hygiene examination, 3) class picket, 4) pray together, 5) form a line when entering class, and 6) pray before and after learning. That routine activities will form a habit that shapes the social attitude of students. It is supported by Izzaty (2006) which states that through the activities performed, the child will continue to proceed to gain knowledge so as to get the point of truth of a thing.

Soegeng Prijodarmito in Sonita (2013) states attitude, a person's behavior is not formed in an instant way. Attitude can be gained through the activity of receiving, running, appreciating, living, and practice learning activities.

The implementation of routine activities can't be separated from the commitment of schools in the form of

loyalty of principals, teachers, and students in routine activities. Their willingness to participate in routine activities can help implement activities well. Zeffane et al (2011) explaining that commitment is most likely generated through nurturing true trusting relationships amongst the various actors.

In the 2013 curriculum, there are Graduate Competency Standards including attitudes, knowledge, and skills. In addition, there are also Core Competencies-1, Core Competencies-2, Core Competencies-3, and Core Competencies-4.

In this study, researchers focused on KI-2 oriented toward social attitudes. Darmansyah (2014) revealed that in Core Competence 2 includes appreciating and living honest behavior, discipline, responsibility, care (tolerance, mutual assistance), courteous, self-confident.

Prijadaminto in Fajriani et al (2016) reveals that discipline is a condition created and formed through a series of processes and behaviors that show the value of obedience to God, order, and order in acquiring knowledge. In line with that, Masruroh

(2012) reveals discipline in this matter is the self discipline of the students against the rules and time.

Continued by Djamarah (2005), which includes aspects of disciplinary attitude is:

- (a) not leaving the class during class hours,
- b) not running away during class hours,
- c) good attendance presence,
- d) not late,
- e) attending the ceremony,
- f) always doing the task (PR) regularly and neatly,
- g) always wear badges, marks of locations / attributes / names,
- h) not wearing any other markings on uniforms,
- i) wearing uniforms as required.

Based on a preliminary study at SD Negeri 2 Harapan Jaya on November 16, 2017, researchers found a habit that led to the establishment of disciplinary attitudes in the school. Researchers found the establishment of disciplinary attitudes in the school is already running well. Although not in the middle of the city, but the application of discipline can be used as an example.

Each school has rules that direct students to discipline, but not all schools have a unique way. For example SD Negeri 1 Harapan Jaya, the school has a definite time to enter the school, but there is no routine morning activities as done by SD

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Negeri 2 Harapan Jaya. When the entry bell rang, the students lined up and went straight to class. So that students are not delayed coming to school are only motivated to not be punished.

Every Monday to Thursday, students at SD Negeri 2 Harapan Jaya do the morning apel, sing a national song, bring yell-class, followed by literacy activities in the classroom. Fridays are not held by apples, but read yasin or gymnastics are alternated each week. Saturday held an apel, but learning only until 10.30 and then continued by extracurricular activities which is led by a scout coach.

Through literacy activities, students will be given the opportunity to read the books available in the Reading Corner. Based on the research of Batubara (2018) reading corner is useful to closer books to learners and as a facility of reading activities 15 minutes before the lesson begins. Implementation of good literacy activities will help students form their character. In line with Akbar (2017) which stated that good literacy will hone skills such as critical thinking, creative, innovative, and cultivate student character.

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Through the morning apel, students are motivated not to be late in order to follow the apple and show the class yells. The late student data is recorded in a special book by the picket teacher. Students who are late will get the punishment of memorizing verses

of Al-Quran or subject matter.

Based on the research problem, this research is aimed to describe and explain the Model Of Student's Discipline Attitude Formation In SD Negeri 2 Harapan Jaya.

B. Research Methods

This research used descriptive method with qualitative approach analysis. Moleong in Rosyalina et al (2017) defines:

Qualitative research is a study intended to understand the phenomenon of what is experienced by the subject of research, for example behavior, perception, motivation, action, etc., holistically, and by using the way description presented in the form of words and language, in a special context which is natural by using various natural methods.

Primary data sources of this study include principals, teachers, and students in SD Negeri 2 Harapan Jaya. While secondary data sources include school documents relating to the establishment of student discipline attitudes including school profiles,

school vision and mission, applicable rules, and photo documentation.

Technique of collecting data of this research obtained by observation, interview, and documentation.

Technique of data analysis of this research used qualitative descriptive analyzed technique. The steps used according to Miles and Huberman's model are data reduction reduction, data display (data presentation), and verification (drawing conclusion).

To test the credibility of research data, the researcher examined the data using triangulation technique. The triangulation technique used was technique triangulation and source triangulation.

C. Findings and Discussions

The findings of this research is the findings of data exposure results that have been developed by researchers. 1. The findings of researchers on the efforts of schools in forming students' discipline attitude is there are related elements from planning to implementation of activities carried out in accordance with the sequence.

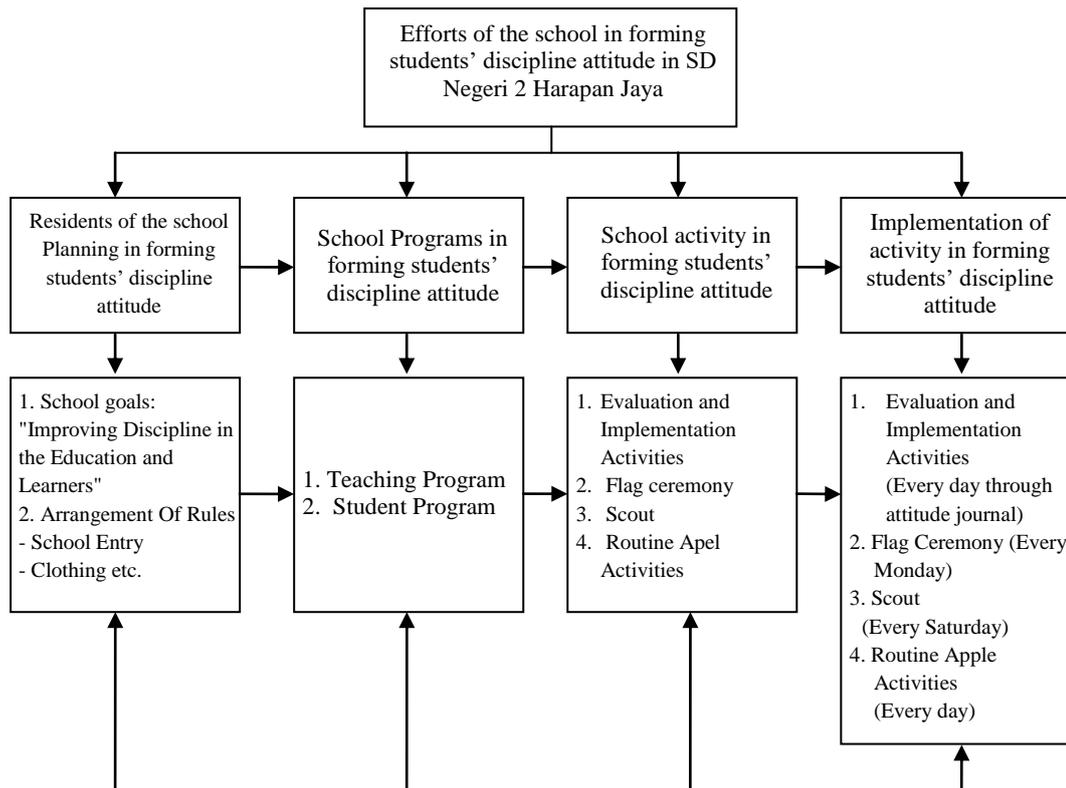


Figure 1. Efforts of the school in forming students' discipline attitude

Looking at figure 1, there are activities that familiarize disciples with school's plan that can help students' to form their discipline attitude. There is an evaluation activity, which helps teachers and students learn about the development of attitudes. There are flag ceremonies and scout activities that train discipline through timeliness and uniform use. There are apel activities that familiarize disciples with discipline through regular activities. Besides that, there are also rules that must be obeyed by the students. The rules are used to indicate what kind of behavioral boundaries the disciples should do. This is supported by the opinion of Slameto in Sanderi et al (2010) which reveals:

Every school has rules that all students must follow and obey. The rules and regulations that are made in schools are the prevailing school policy as the standard for student behavior so that students know the limits of behavior. In the discipline contained also obedience and obey all rules and responsibilities, for example discipline in learning.

Hadžiahmetovic and Dinç (2017) are normative (obligation), continuance (need), and affective (wish) commitment.

The presence of principals and teachers influences student activities in the formation of disciplinary attitudes. In line with Fazio & Williams's opinion

2. The commitment of the school in the formation of disciplinary attitudes found by researchers was based on the subcategories of organizational commitment by Meyer and Allen in Jain (2014) which stated that attitudes are acquired through learning over the period of time and influenced by individual's personality and group.

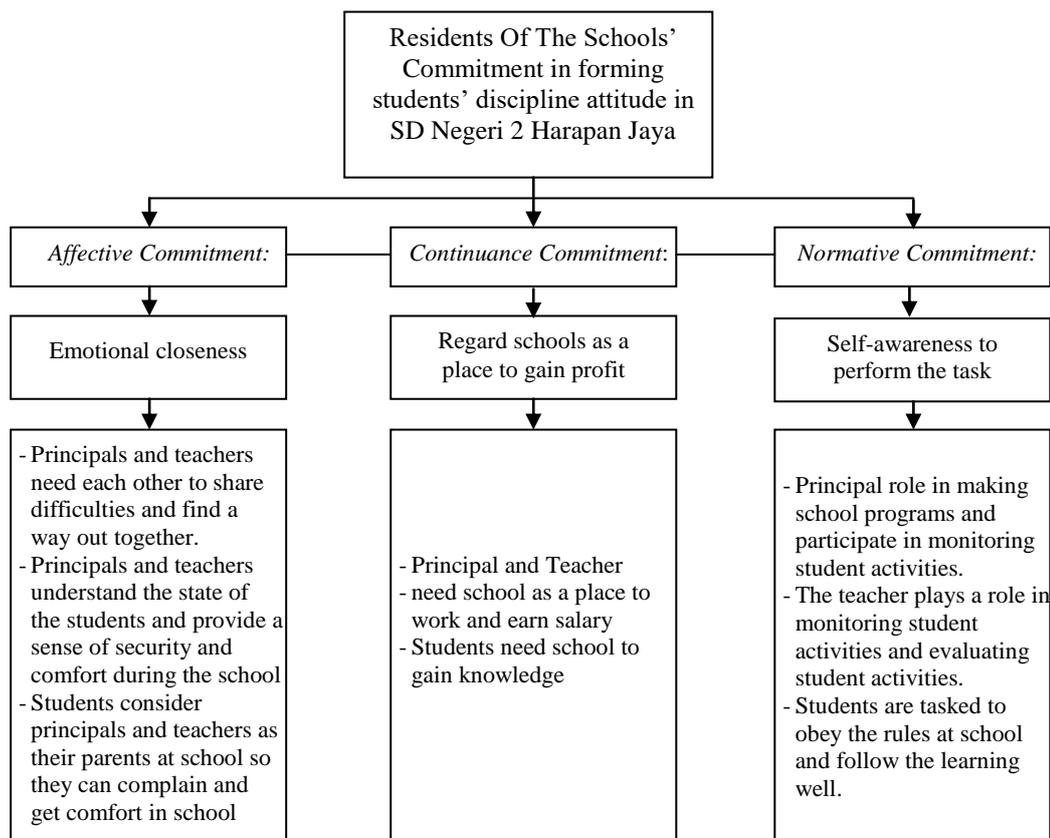


Figure 2. Commitment of school citizens in forming students' discipline attitude

Looking at figure 2, Affective commitment is an emotional closeness between principals, teachers, and students who can make it easier to achieve goals. This is in accordance with Meyer and Allen's opinion in Hadžiahmetovic and Dinç (2017) affective commitment is an individual's emotional attachment to the organization. Continuance Commitment that regards school as a place to gain profit, in line with Meyer and Allen in Hafiz (2017) which stated that continuance commitment is considered as employee's investment in organization. Investment of employee means his/her money, effort, and time

and it is taken as a cost if an employee wants to leave the company.

Normative Commitment is self-awareness to perform the task. In line with Ajzen & Fishbein in Jain (2014) which stated that attitudes are held with respect to some aspect of the individual's world, such as another person, a physical object, a behavior, or a policy. Therefore, the way a person reacts to his surroundings is called his attitude.

3. To shape students' discipline, it requires the support of the parties involved to achieve the goal. Based on the results of the study also found inhibitors and solutions.

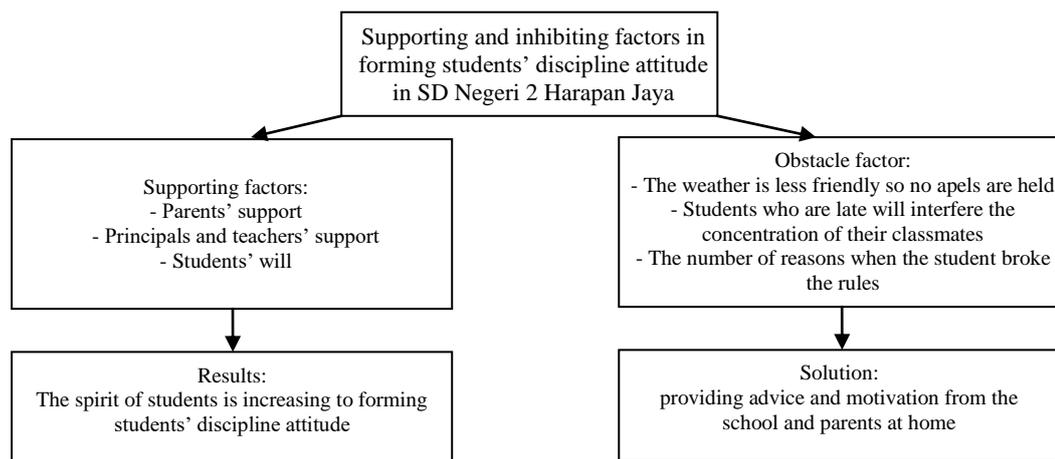


Figure 3. Supporting and inhibiting factors for the establishment in forming students' discipline attitude

Looking at figure 3, supporting factors of student's discipline attitude formation are the support from the principal, teacher, parents, and the disciple himself. It is supported by Tu'u in Prasetyo (2015) which stated that discipline behavior is formed and influenced by various factors, including family, community and school factors.

The inhibiting factors of disciplinary attitude formation are 1) the weather, 2) the late students will disturb the class concentration, 3) the number of reasons when the students break the rules.

The late students will disrupt the student's concentration in learning.

Concentrating in learning is the embodiment of centralized attention.

The focus of attention is on a particular object by ignoring other unnecessary problems (Bahri in Sugesti, 2017).

4. Evaluation of student achievement is done using social attitude journal. Meanwhile, the journal notes much about its authenticity. It is based on Darmansyah (2014) which stated that the advantages in the journal are events/events recorded immediately. Thus, the journal is original and objective and can be used to understand students appropriately.

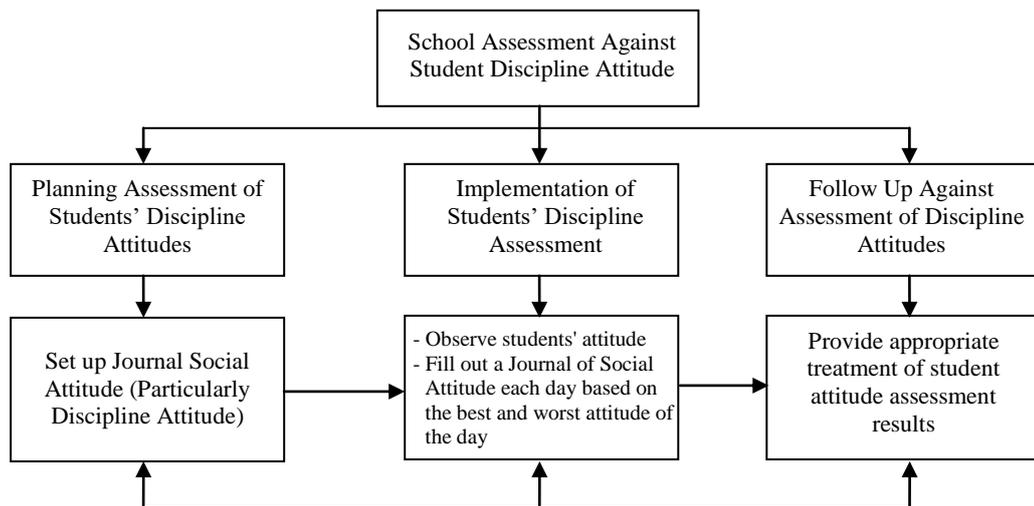


Figure 4. School assessment of forming students' discipline attitude

Looking at figure 4, teacher assessment begins with assessment planning, followed by assessment execution, and follow-up to the assessment result.

Based on the result of research, model of forming student's discipline attitude can be explained as follows:

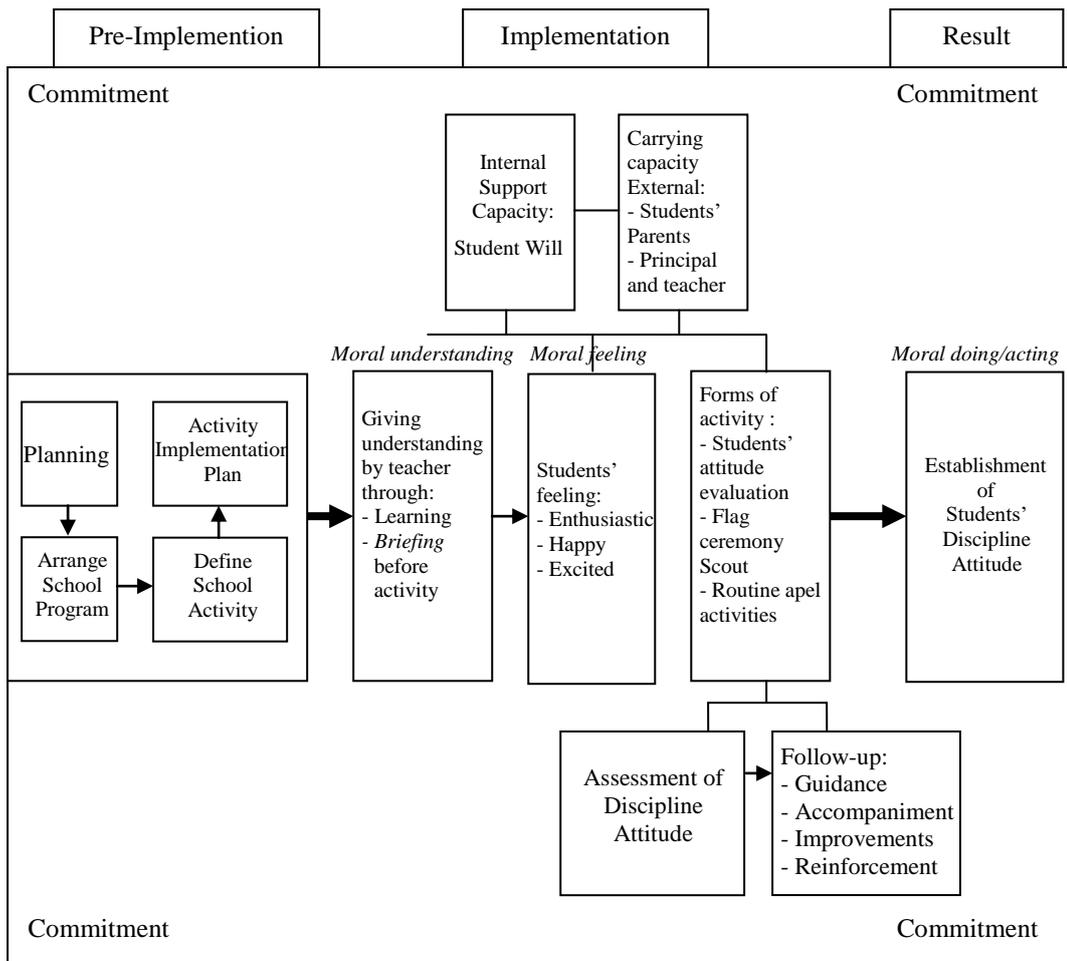


Figure 5. Model of forming student's discipline attitude

Looking at figure 5, the stages of the design of the model of disciplinary attitude formation, which is as follows:

Pre-Implementation Phase

Pre-implementation is an early stage, because there is school planning to forming students' discipline attitude. At this stage requires commitment of all parties involved to be consistent and

sincere in supporting discipline attitude formation of students. As for what is done at this stage is as follows:

1. Planning

Principals and teachers set school goals and formulate order. Both of these plans as a reference of the school in organizing the formation of students' discipline attitude. So from planning, principals and teachers can create programs and activities that shape student discipline.

2. School Program Preparation

The school program is prepared by the principal in the form of a principal work program. Through this school program, school activities will be established.

School programming is included in the role of the principal as a planner. A good principal must be good at making and planning, so that all actions are aimed and has been planned.

3. Determining School Activity

School activities conducted by principal and teachers to make students do routine activities to become a habit.

4. Activity Implementation Plan

The implementation plan will provide an overview of how the activity will be carried out. So at the time of its implementation, the activity has had a clear and workable arrangement of events to achieve the desired goal.

Implementation Phase

The stage of implementation begins with the students' knowledge of moral attitudes that can be done by giving students an understanding of the activities they will run. Granting understanding can be done by the teacher through the lessons that take place in the classroom as well as briefings before the activity begins. Furthermore, students will place their feelings sincerely in order to do the activity (the phase of moral loving/moral feeling), the student will feel the enthusiasm, happy, and enthusiasm following the activities that have been informed. After going through these two phases, the students will doing well because they have understood and put their feelings into the activities. The forms of activities to be carried out are:

- 1) Evaluation of Students' Attitudes, Resty,dkk

- 2) Flag Ceremony,
- 3) Scout, and
- 4) Routine Apel Activities.

Implementation of this activity needs a strong carrying capacity. Carrying capacity is divided into two, namely the internal carrying capacity derived from within the student, and external carrying capacity that comes from outside the student self that is the parents of students, principals and teachers.

The internal carrying capacity is the most important carrying capacity due to the formation of disciplinary attitudes will achieve the goal if the student self itself who wants a change of attitude. The internal carrying capacity is the student's will. Stages performed in the formation of attitudes begins from students' knowledge of good and bad attitude, believe in a good attitude and should they carry out, then manifesting these attitudes in the form of deeds in their daily activities to become their daily habits.

External carrying capacity is equally important. The external

carrying capacity comes from parents, principals, and teachers to increase students' motivation to continue to forming students' discipline attitude.

To find out the development of students' discipline attitude, special assessment needs to include the timeliness of school entry, regularity to follow the ceremony, do the tasks and collect on time, and wear uniform according to the rules. Assessment of attitude is done through attitude journal.

Through the assessment of student attitudes, teachers can determine follow-up including guidance, mentoring, improvement, and reinforcement.

Result

The pre-implementation stage and implementation phase that is done according to the plan and full commitment of all people involved: principals, teachers, and students who sincerely in carrying out activities, will get the result of the formation of disciplinary attitude of students (the phase of moral doing/acting).

D. Conclusions

Based on the data obtained from the research conclusions that:

1. School planning in forming students' discipline attitude begins with setting school goals, formulation of discipline, activities and implementation of forming students' discipline attitude activities.

There are two school programs contained in the principal's work program, namely the teaching program and the student program.

School activities that can forming students' discipline attitude are 1) evaluation activities conducted by classroom teachers every day through social attitude journals. 2) flag ceremonies every Monday by marching on the field and following the series of ceremonies in an orderly manner, 3) Scouting every Saturday and is a compulsory extracurricular., 4) the apel activity before entering the class, each day led by the teacher.

2. There are 3 indicators of commitment in forming students' discipline attitude, namely Affective Commitment, emotional closeness in the sense of mutual need between school principals, teachers, and

students. Continuance Commitment, dependence of principals, teachers and students at school to make a profit. Normative Commitment, awareness to do the job well.

3. Supporting factors in forming students' discipline attitude are 1) Support of parents, 2) Support of principals and teachers, 3) Student will.

Inhibiting factors in forming students' discipline attitude are 1) weather, 2) late students will disturb the class concentration, 3) the students' reasons when violating the rules.

The solution is that the apel activity is not implemented and giving advice and motivation to the students.

4. Assessment of attitude begins with preparing a social attitude journal, then the teacher observes the attitude of students in the class for one day, then the teacher describes the best and worst student social attitude in one day in the journal of social attitudes.

The teacher gives treatment according to the results of the assessment. If the result is good, it will be motivated to be retained. If the result is bad, it will be guided to improve attitude.

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