
**INTERNALIZATION OF DISCIPLINE BY EXAMPLE TEACHER, STUDENT AS AN
EFFORT TO DEVELOP PERSONALITY
(A CASE STUDY IN SMP NEGERI 2 PEMALANG)**

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Abstract

This research aims to analyze and express the extent to which the concept of exemplary teachers to internalize the values of discipline as an attempt to develop the personality of students. The formulation of the problem to be studied in this research are 1) How is the planning internalization of discipline through the example of teachers in an effort to develop the personality of junior high school students; 2) How to Process internalization of discipline through the example of teachers in an effort to develop the personality of junior high school students; 3) How would you evaluate the internalization of discipline through the example of teachers in an effort to develop the personality of junior high school students; 4) What problems were encountered during the internalization of discipline through the example of teachers in an effort to develop the personality of junior high school students. The method in this research use descriptive qualitative analytic approach. This type of research pertained to a case study using *cross-selectional* (cross approach). This method has the purpose to give a systematic, factual and accurate study of the object itself. The instruments used in this study is the observation sheets, observation and interview guides. This paper is expected to stimulate research and development of science and praxis of education in Indonesia.

Keywords: Internalization, Discipline, Exemplary Teacher, and Personality

INTRODUCTION

Schools are educational institutions which play a role in shaping the character of students. Characters students wishing to be developed through education in schools as defined in the Act No. 20 of 2003, that "... religious spiritual power, self-control, personality, intelligence, character-noble character and skills needed him, society, nation and country". While one of the goals of national education, self-control students in which he must be considered by educators, in addition to the development of intellectual abilities. According Goldfried and Merbaum in Lazarus (1976, p. 339) self-control is an ability to organize, organize, guide, and direct forms of behavior that can lead individuals towards positive consequences. So these students' self control is to support achievement of the goals of education itself.

Through good self-control, a student will be able to adapt to the conditions in the environment, can avoid the problems of adjustment, as well as problems socializing with other individuals, and students are able to comply with all the rules that exist in schools. Rachman in Sincere (2004, p. 135) points out in detail the usefulness or importance of self-discipline for students, namely; 1) Provide

support for the creation of deviant behavior; 2) To help students understand and adapt to the demands of the environment; 3) Keep the students do things that are banned from school; 4) Encourage students do things that are good and right; 5) Learners learn to live with good habits, positive and beneficial to themselves and their surroundings.

In the process of implementation of learning there are some rules in school that students discipline relation to the application, such is the discipline of dress, attendance, setting a time to learn and maintain the cleanliness of the school environment. One of the efforts undertaken by the students that discipline is the provision of guidance and counseling services in schools. Kongsleing guidance and service functions is the maintenance and development of the students. Besides the function of providing this service students are expected to abide by the rules or discipline students can behave in school.

According to Sudrajat (2008, p. 24) each student is required and expected to behave agree with rules and regulations that apply in school. This is corroborated by the opinions of Hurlock (1980: 83) who argued that children need discipline, if they want to be happy and be a good man adjusting

his, because through their discipline can be learned behaviors in a way that is acceptable to society and as a result received by members of the group social.

In fact today, a lot of things regarding a person indiscipline in school or community. This is evidenced by the finding Masngudin (2004, p. 24), which includes; 1) lie; 2) go out of the house without saying goodbye; 3) wander; 4) stay up; 5) to be absent; 6) fights; 7) not litter; 8) read pornographic books; 9) watching porn; 10) driving without a license; 11) speeding; 12) drinking; 13) cohabiting; 14) having sex outside marriage; 15) steals; 16) pilfer; 17) hold up; 18) to abort; 19) rape; 20) abusing narcotics; 21) kill. Such things are the findings of indiscipline existing problems in human life.

Education is one very important means to instill discipline. As John Dewey in Jalaluddin (2001, p. 65), he said that education is a need for a social function as a guidance tool that prepares growth, open and establish the discipline to live. In educating disciplined life is very instrumental to influence, encourage, control, change, develop and establish specific behaviors are instilled values taught and exemplified. Therefore, changes in the person's behavior is the result of a process of education and learning are planned and programmed to function instill and teach values. Right education process will always pay attention to the value of discipline as part of the affective aspect. This is explained in the National Education System contained in Law No. 20 of 2003 Article 1 which explains that "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and country". In addition to the National Education explained that the Education seeks to assist students in developing aspects of personality that is in the individual, covering aspects of knowledge (cognitive), attitudes (affective) and skills (psychomotor)". The statement means that education in Indonesia has sought so that learners can develop themselves optimally quality through a learning process.

In-Law No. 14 of 2005 Article 2 regarding the position, function, and purpose lecturer and teacher, explains that "The teacher has a position as professional workers in primary education, secondary education, and early childhood education in formal education appointed in accordance with the legislation". The contents explained that the recognition of the position is as professional power which is an important component in education, where teachers hold a very vital role, especially in

the administration of formal education. Also for the sake achieved good education teachers are required to have qualified according to standards set by the government as well as master the pedagogic competence, professionalism, personality, and social. Thus in the process of teachers not merely as a transmitter of knowledge alone but more than that, he is responsible for the entire development of personality of students (Slameto 2003, p. 97). So there needs to penginternalisasian done by teachers in order to achieve the goal of education as well as in terms of student discipline can be a good personality.

Internalization is essentially an attempt to bring something (value) which originally exist in the external world into the internal belonged good for someone and institutions alike. Therefore internalisation means the recognition of the external values are deemed necessary to belong to someone (Hakam & Nurdin, 2016, pp. 5-6). While the value can be defined as the idea of a person or group of something considered to be good, true, beautiful, wise so the idea was valuable and qualified to serve as a handle or guidelines in the act (Hakam & Nurdin, 2016, p. 1). internalisation very important value, when the value is already a person's personality then it becomes identity value even become the hallmark of the person.

On the development of the exemplary discipline is one method for the formation of moral attitudes of students. Should, educators reflect on the morals of the Prophet, which is noble and has a high politeness. If a teacher has a commendable attitude then that attitude will have an impact on their students. Word of Allah. in surah Al-Ahzab verse 21: "Ye have indeed in the Messenger of exemplary self example queen's good for you is for people who grace hoping of God and the coming of Judgment Day and he was much the name of Allah". The verse shows that for students who have a certain form, education not only provides principles and theory. It should be a figure that displays exemplary referring to the implementation of the principles and theories.

Besides the Koran there are also aspects of Javanese culture there is a tradition that calls acronym stands for teachers is "digugu lan ditiru". It implies that the teacher is someone who is trusted and followed. This means not only responsible for teaching the pelajaran as their task, but more than that teachers also have to educate moral, ethics, integrity and character. Besides culture in Indonesia also mentioned the adage that says "Guru kencing berdiri, murid kencing berlari", which means a student will mimic what is done by teachers and even could do worse than that. Exemplary teachers who applied to be something good, which will be

imitated by his student and will be a provision for a good personality.

Derlega, Winstead & Jones in Joseph and Nurihsan (2011, p. 3) defines personality as a relatively stable system of the individual characteristics that are internal, that contribute to the thoughts, feelings, and behavior are consistent. Human behavior is complex, people can not always be aware of and control the factors that determine behavior. This statement shows that humans at any given moment can not explain why do something, or will do in a way that is actually contrary to his wishes.

Developing one's personality through interaction among many factors, including the physical environment, culture, life and the unique experience of one's group. A teacher is also expected to have a personality that is commendable to exemplified to students. Praiseworthy personality of a teacher is one of the things that affect the personal development of students. Hurlock in Joseph and Nurihsan (2011, p. 32) states there are three adjustments that teacher's personality; 1) *turbulent*, marked by the properties of the rough, implusif, unpredictable, and easily aggressive (both ferbal and physical); 2) *fearful*, characterized by nature anxious, helpless, dependent and defensive; 3) *self-controlled*, which is marked with nature of *respect* to the students and others, a confidence, and have concern for classroom climate that is conducive to learning.

In the application of the internalization of discipline there should be a solution to make the students understand and able to comply with existing regulations and finally having a good personality. We recommend that teachers should emulate the attitude of the Prophet, as it is described in the Qur'an that he has a noble gesture to serve as an example and role model. Teachers should set an example to their students as being to obey the rules at school and the community, because students will quickly capture, absorb and remember the bad deeds of a teacher than his good deeds. Teachers also need to have an awareness and purpose. The purpose of it is awareness of the importance of character values that do, and aim to make their students have good morals.

RESEARCH METHOD

The method used in this research is using descriptive method qualitative analytic approach. The data collection of this study at a scientific background by using natural methods or natural and conducted by the researchers themselves. This type of research pertained to a case study using cross-selectional (cross approach). In accordance with his trademark, case studies carried out on objects

is limited. So the question of the samples using the approach is not the same as the problems faced by quantitative researchers.

The implication, the researchers were using case study results can not be generalized, in other words the results apply in that case alone. Reason uses case study is that the research method used is descriptive research method, where qualitative methods to do this in practice through case studies and comparative studies. This is consistent with the explanation Arikunto (1998: 131) that the case study is conducted intensive research, detailed and in-depth evaluation of an organization, institution, or certain symptoms. While the approach *cross-selection* is a compromise between the *one-shot method* (shoot one against one case), and the longitudinal method (shot multiple times to the same case).

Determination of informants in this research is purposive sampling determining the subject or object of research in accordance with privacy considerations are consistent with the objectives of the study (Moleong, 2004: 133). Whereas in determining the subject of research there are several criteria that must be considered researchers, namely background (*setting*), actors (*actor*), events (*events*) and process (Miles and Huberman, 2007: 57).

Instruments in the Qualitative research by Sugiyono (2011: 305) could be: "Test, interview, observation, and the questionnaire". In the qualitative research, which became the instrument or tool is the researcher's own research. Therefore, the researcher as an instrument should be validated how far qualitative research are ready to conduct further research into the field.

Data collection techniques associated with the instrument means to obtain data. The most important instrument is the researchers themselves. As noted Nasution (1988: 55): "In the naturalistic study there was no other choice than to make man as the main instrument of research".

RESULT AND DISCUSSION

This research was done in SMP Negeri 2 Pemalang which is located at Jalan Pemuda No. 34 Village Mulyoharjo District of Pemalang-Pemalang. In this study a subject that will be observed by the researchers is that teachers who have a high level of discipline at the school. Researchers only served as an observer who will describe and analyze the findings on the ground naturally.

Before doing the research beforehand researchers conducted a pre-survey, followed by observation to determine how high the discipline applied at the school. Following the observation found that discipline at SMP Negeri 2 Pemalang in

the category is quite high, but there are still many factors that affect the level of this discipline, namely internal and external, both the family, school and society. In addition to the junior high school students including teenage category are relatively unstable, so easily affected by the situation.

Student achievement SMP Negeri 2 Pematang classified as a category that shows a high average. This shows the achievements of discipline teachers as role models to the fullest. The results of the analysis of the pre-survey and observation conducted by researchers showed that the correlation between the two variables. This means that the higher the level of discipline of teachers will affect the level of student discipline.

Part of planning internalization of discipline used to answer exemplary teachers in an effort to develop the personality of students. Based on observations and interviews that outline the value of discipline exemplified by teachers as an effort to develop the personality of students, among others, time discipline, discipline obey school rules and discipline of learning. In formulating the planning internalization of discipline through the example of teachers, school advise on matters related to the objectives, vision, mission, and strategy.

Planning internalization of discipline through example teachers in an effort to develop the personality of students in SMP Negeri 2 Pematang will be explained through the following points.

Table 1. The purpose of discipline Internalization Value

No	Goal Internal-aisasi Value Disipin	Educational Policy Planning	Exemplary
1	Students understand the importance of discipline-time-kan	<ol style="list-style-type: none"> 1. Formulate time discipline on school discipline rules. 2. Formulate a plan of exercising their discipline at the time of learning. 3. Applying the discipline of time in the school environment and at the time of the learning process. 	<p>So that students always come before the school bell rings or in a timely manner. This is so that students are able to utilize time efficiently both at the beginning of school, the learning process, and an hour after school.</p>

2	Students can understand the importance of obey school rules	<ol style="list-style-type: none"> 1. discipline Formulate obey the rules on school discipline policies. 2. Formulate discipline obey the rules on exercising their Education Plan. 3. Obey the rules of discipline within the school and during the learning process. 	<p>In order for students to be more disciplined and willing to carry out all the rules that exist in the school environment. Besides that the students are not hampered in the pulled-jar or grab it achievement of learning outcomes maxi-mall.</p>
3.	Students can understand the importance of studying school discipline	<ol style="list-style-type: none"> 1. Defining the discipline learned in school discipline policies. 2. Formulate exercising their discipline of study in the Learning Plan. 3. Applying the discipline of learning in the school environment and at the time of the learning process. 	<p>Master never truant and always enter the classroom to teach students. Teachers always give assignments and a description of what-if they do not go to school or pain. Teachers do not use mobile phone / communication device during the learning process.</p>

The strategy used in the internalization of discipline through the example of teachers in an effort to develop the personality of students is exemplary and Culture School. Modeling as an important part in education, because it is part of a number of powerful and effective method of preparing and forming the child morally, spiritually, and socially. Modeling is also the things that can be emulated by a person, where the person gets from another individual.

While the school culture used to integrate those aspects that can support the achievement of the values of discipline designed to be implemented by the school community. Their school culture meant that on every activity in the school environment is

always framed by the values of character, which in this case is discipline. In addition the school culture is primarily used as an educational tool that aims to establish the moral and character of students to better understand the importance of discipline. Strategy internalization of discipline through the example of the teacher can be seen by the following table.

Table 2. Strategies Internalization of Values discipline

No	Internalization discipline value	Guru Strategy
1	Discipline Timely	- Exemplary Teacher - Culture School
2	Discipline Rules of Conduct School	- Exemplary Teachers - School Culture
3	learn Discipline	- Exemplary Teacher - Culture School

Vision and mission internalization of discipline through the example of teachers in an effort to develop a personality students can not be separated from the vision and mission of SMP Negeri 2 Pemalang in general. The vision of SMP Negeri 2 Pemalang is "Leading in achievement and character development, competitiveness in the global era". The values of the school's vision is entirely implemented by educators in the school environment and teaching and learning.

The implementation is based on the vision of exemplary teachers in relation to the internalization of discipline can be described as follows:

Table 3. Internalization Vision value of discipline

No.	Vision	Implementation
1	Leader in the development of achievement	Directing students to have a strong self-discipline to achieve the desired goals and make it happen with the results satisfactory. The development of this achievement as well as achieve a result of what is cultivated better learning outcomes, work, or practice skills in a particular field. To realize the value of self-discipline achievement instrumental in realizing it, because self-discipline is a positive beginning of success.
2	Leader in character development	programs directed at school so that students have the character and good moral values and superior. One of the programs is to teach character education and moral values as about development of personality, behavior, professionalism,

character, temperament, and character of students. Moral education aims to discipline, hang, directing, changing behaviors to make learners more positive or better. These guidelines taught manners apparent to students related to the pillars of individual behavior. The pillars are to be believed, responsibility, discipline, respect, caring, sportsmanship and good citizenship.

3	Competitive in the global era	Teach students to keep abreast of the times without leaving the local culture. Teach students to improve the quality of student discipline in order to be able to adapt in an era of increasing globalization, which continues to progress capacity. The quality of high discipline will make a person has high competitiveness. It could also facilitate the person in achievement as well as be able to realize even in intense competition.
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The SMP Negeri 2 Pemalang mission is; 1) Providing an effective learning activities in order to optimize the development of students' academic achievement; 2) Develop interests, talents and creative potential of students in the field of arts, sports and skills to realize in the form of activities terbinanya prestatif towards ability *pre-vocational* learners; 3) Establish the character / characters (*ahlaqul karimah*) learners to internalize the noble values of the nation's cultural and religious teaching through moral education integrated in the teaching of subjects and through daily practice (*in action*), as well as by example (*uswatun hasanah*). The implementation of SMP Negeri 2 Pemalang mission in connection with the internalization of discipline through the example of teachers in an effort to develop the personality of students will be outlined as follows:

Table 4. Mission internalization of discipline

No.	Mission	implementation
1	Organizing study estab-effective in order to optimize the development of the academic achievement of participants learners.	Creating a new breakthrough in terms of learning to motivate students to learn higher. In addition to the creation of an effective learning must also be internalized discipline of teachers to students. Embedded

	self-discipline will make a person closer to a good result or achievement is satisfactory.
2	Develop interests, talents and creative potential of students in the field of arts, sports and skills that manifest in the form of activities prestatif towards built ability to <i>pre-vocational</i> learners
3	Forming a character/ characters (<i>ahlaqul karimah</i>) learners to internalize the noble values of the nation's cultural and religious teaching through moral education integrated in the teaching of subjects and through daily practice (<i>in action</i>), as well as by example (<i>uswatun hasanah</i>).

Approaching personal and emotional way that the teacher better understand and understand the potential interest and the talent of the students. through which it calls the future teachers can lead students to choose which fields according to their skills and develop the potential of self-learners.

Doing things since late with a good exemplary exemplary student. Modeling should be done for teachers activity either while in school or in the classroom during the process of teaching and learning. It also must be done personally and emotionally approach for teachers to better understand learner and able to give advice to students who make mistakes.

The results of the Internalization value discipline through the example of teachers in an effort to develop the personality of students obtained based on documents and interviews with teachers, principals, and students.

CONCLUSION AND SUGGESTION

Conclusion

After the researchers examined studies on character education on the value of discipline as discussed above, it can be concluded that a very important discipline instilled early and always developed in order to remain embedded in a person. Good discipline can begin with habituation-conditioning is done by developing the values of the characters with the students' daily activities at home, at school and in their communities.

By teaching the discipline, students will learn to understand the importance of time, and the rules of self-discipline. If they want to learn about discipline, facilitated by teachers or adults in school, then hope to achieve optimization of the child's personality development can be achieved. In addition, with this child will be able to develop other aspects in itself,

because the development did not arise by itself, but there is involvement of other factors.

People who have high discipline always try not to procrastinate obtained. In addition, the discipline will be closer to success and be able to compete in a globalized world that is increasingly high competition.

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