

## THE STUDY OF DISCIPLINE CHARACTER OF STUDENTS: DESCRIPTIVE STUDY IN POLITEKNIK NEGERI BANDUNG

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**Abstract : The Study of Discipline Character of Students : Descriptive Study In Politeknik Negeri Bandung.** This article discusses a description of discipline character of Politeknik Negeri Bandung (Polban) students in the class of 2019. This study becomes important considering the results of this study which shows that there is a relationship between students' discipline character with their academic achievement. In addition, the result of this study is useful as an input for the development of character education programs in Polban. This study shows as many as 62.77% Polban students have discipline characters in the medium category, 26.56% of engineering program student and 30% of non-engineering program students have high discipline characters. 25% of male students and 30.4% of female students have high discipline character. Therefore, in general, it is concluded that the average students of Polban have no difference in the discipline character both based on educational programs and gender.

**Keywords:** Character education, discipline character, students

**Abstrak : Kajian tentang Karakter Disiplin Mahasiswa : Studi Deskriptif di Politeknik Negeri Bandung.** Artikel ini membahas deskripsi karakter disiplin mahasiswa Polban tahun 2019. Kajian mengenai karakter disiplin menjadi penting mengingat berbagai hasil penelitian yang sudah dilakukan sebelumnya menunjukkan adanya hubungan karakter disiplin mahasiswa dengan prestasi akademik. Selain itu, hasil penelitian ini berguna sebagai masukan untuk pengembangan program pendidikan karakter di Polban. Hasil penelitian menunjukkan sebanyak 62.77% mahasiswa Polban mempunyai karakter disiplin pada kategori sedang, Sebanyak 26,56% mahasiswa program rekayasa, dan 30% mahasiswa program non rekayasa mempunyai karakter disiplin yang tinggi, Sebanyak 25% mahasiswa berjenis kelamin laki-laki, dan 30,4% mahasiswa berjenis kelamin perempuan mempunyai karakter disiplin tinggi. Sehingga secara umum, dapat disimpulkan bahwa rata-rata mahasiswa Polban tidak mempunyai perbedaan dalam karakter kedisiplinan baik berdasarkan program pendidikan, maupun jenis kelamin.

**Kata Kunci :** Pendidikan Karakter, Karakter Disiplin, Mahasiswa

### INTRODUCTION

One of the missions of Politeknik Negeri Bandung (Polban) is to organize education in order to produce graduates who are competent, have spirit of development, have high moral standard, entrepreneurial and environmental minded so that Polban organizes various programs in instilling good values to students. One of the good values is discipline character for all students of Polban. Eka, et al (233: 2014) mentioned that discipline helps students in the process of attitudes, character, and

behavior building and leads them to succeed in studying and working.

The functions of discipline as explained by Tu'u (2004) are to organize a life together and to provide self-awareness to respect others by complying applicable regulations. Building someone's personality is strongly influenced by environmental factors. Discipline character that is applied in every environment will have impacts on character building and good personality. Therefore, someone who has discipline character will get used to complying applicable rules. These habits

will naturally encourage them to build a good personality.

In terms of training the personality, character, behavior, and patterns of a good and disciplined life requires a long time and process. This process is carried out with a training program. Discipline character of can be instilled through self-awareness drive, it can also occur because of coercion and external pressure. This view becomes the basis for Polban to implement the State Defending and Discipline Education Program. The output of this activity is the embedded discipline character of students. This character can be implemented by students during their study in Polban, so they can succeed in achieving their academic achievements and non-academic achievements. Furthermore, this habit is expected to equip them to succeed and excel in the workforce after graduation from Polban.

The study tries to describe discipline character of Polban students. The writers consider that this study is very important, given the various studies that have been conducted on student achievement shows that students who have good discipline character, tend to have good academic achievements. In addition, discipline character will make them learn well and build good character. The character education program in Polban that fosters the students' discipline character actually departs from a potrait of the student's discipline character. The description of the students' discipline character will be a valuable input in developing an effective and efficient program in fostering the students' discipline character

## **THEORETICAL FRAMEWORK**

### **a. Definition of Character Education**

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character and the skills needed by themselves, the

people of the nation and state. According to Noeng Muhadjir (2003: 10), the term education comes from the word "pedagogia" (Greek) which means association with children. While the term *pedagogos* is often used is a servant (bachelor) in Ancient Greek times whose work took and picked up children to and from school. *Paedagogos* comes from *paedos* (children) and *agoge* (I guide, lead). The words *Pedagogos* which at first meant "service" then turned into "noble work". Thus, *Pedagoog* (from *Pedagogos*) means a person whose job is to guide children in their growth so that they can stand alone and be responsible.

Character building is one of the goals of Indonesia's national education. This is mandated by Law Number 20 Year 2003 regarding the National Education System, article 1 which states that among the objectives of national education is to develop students potential to have intelligence, personality, and noble character. Furthermore, article 3 states that national education functions to develop capabilities and shape the dignified character and civilization of the nation in the context of educating the life of the nation, aiming to develop the students potential to become human beings who believe in God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens.

Suyanto (2010) states that character education is education that involves the totality of all aspects of self potential, which includes patterns of thinking (cognitive), patterns of attitude (affective, feeling) and patterns of action (psychomotor), which in the end is in the form of behavior. According to Thomas Lickona, without these three aspects, character education will not be effective. There are nine pillars of character derived from universal noble values. They are 1) the character of love to the God and all of His creation; 2) independence and responsibility; 3) honesty / trustworthy, diplomatic; 4)

respect and courtesy; 5) generous, help each other; 6) self-confidence and hard-working; 7) leadership and justice; 8) kind and humble, and; 9) tolerance, peace, and unity.

The impacts of character education on academic success have been raised based on the results of studies. As Dr. Marvin Berkowitz from the University of Missouri- St. Louis, as quoted by Junaedi (in a 2012 study), showed an increase in student motivation in achieving academic achievement in schools which apply the character education. Classes that are comprehensively involved in character education show a drastic reduction in negative student behavior which can obstruct academic success. A book entitled *Emotional Intelligence and School Success* (Joseph Zins, et.al, 2001) compiles various research results about the positive influence of children's emotional intelligence on success in school.

#### **b. Definition of Discipline Character**

Etymologically, the word discipline comes from English; that is Disciple or discipline, which means adherents or followers. Asy Mas'udi, (in Sugeng Haryono, 261: 2016) states that the discipline character viewed from languagepoint of view is the exercise of memory and character to create supervision (self-control), or habit of obeying rules and orders. Thus, the complete meaning of discipline is awareness to do something in an orderly manner in accordance with applicable regulations with full of responsibility without coercion from anyone.

Some experts have different views on the definition of discipline. Ray, Janet (2002: 1) defines that, "Discipline is positive behavior, positive ways to express the feeling, positive ways to play, and family values". This definition is too general, it even encompasses values in the family. On the other hand, Fathurahman, et al (2010: 14) states that discipline is an awareness of doing work in an orderly manner in accordance with applicable regulations, as well as being

carried out with full responsibility without requiring coercion from anyone. Emmer and Warsham (1984: 102) as quoted by Khuluse (9: 2009) state that the characteristics of discipline include obedience, full participation, politeness, and loyalty.

In relation to the discipline in study, Arikunto (1990: 137) as quoted by Bella Puspita Sari and Siti Hadijah (122: 2017) argues that discipline in study can be seen from several behaviors such as complying school regulations, showing disciplined behavior in the class, and being disciplined in schedule. While Tu'u (2004: 91) argues that discipline is a contribution towards following and complying school regulations such as being able to manage time to study at home, being dilligent to study, being careful while studying in class, and being self-discipline while studying in class.

From the various definitions presented above, it is concluded that discipline character is the willingness to comply applicable regulations. Compliance here is not only due to external pressures, but also awareness of values and regulations.

## **DISCUSSION**

In collecting data, a questionnaire from the Students' Discipline Character variable so was used. In order to make it feasible, it is was tried out to respondents who have the same characteristics as the respondents who will become research samples. To assess the feasibility of the questionnaire, validity and reliability tests were also used. In the validity and reliability test, 28 questions from 43 questions had valid and reliable values. Meanwhile, from the total 124 respondents assessed, there were 94 valid and reliable respondents.

#### **a. Respondent Profile**

94 respondents were tested in this study. The results showed that there were 64 respondents, or 68% came from engineering education programs, and 30 respondents, or 32% came from non-

engineering education programs. While in terms of gender, 51% of respondents were male, and 46 respondents, or 49% of respondents were female.

**b. Description of Polban Students' Discipline Character**

Descriptive statistical analysis technique aims to explain the overall data collected by describing, grouping and classifying into frequency distribution tables which are then given an explanation. To find out the responses of respondents on the description of the Students' discipline character, a categorization was done by adding up the score of 28 statements, then looking for the length of the interval of each class using the following formula:

$$c = \frac{X_n - X_1}{k},$$

which

c = Length of class interval

$X_n$  = Highest score

$X_1$  = Lowest score

k = number of class, i.e class 3

Student Discipline Attitude Variable consists of 28 statements. Each statement consists of 5 alternative rated answers. The largest score was 130, while the lowest score was 60. To determine the interval for each category (3 classes), the following calculation is performed:

$$c = \frac{130 - 60}{3} = 23,33$$

Thus, the interval scores to determine each category of Student Discipline Attitudes are as follows:

Score 60 – 83,32 : Low

Score 83,33 – 106,66 : Moderate

Score 106,67 – 130 : High

From the calculation of each group above, the recapitulation table of the Students Discipline Character is obtained as follows.

**Tabel 1. Description of Students' Discipline Character**

Character	Category	F	%
Students' Discipline Character	High	26	27.66%
	Moderate	59	62.77%
	Low	9	9.57%
<b>Total</b>		<b>94</b>	<b>100%</b>

The table above sho a description of the Students' discipline character. Respondents with high discipline character were 26 respondent (27.66%), respondents with moderate discipline character were 59 (62.77%), and respondents with low discipline character were 9 (9.57%).

**c. Students' Disipline Character Based on Education Program**

From the calculation of students' discipline character based on their education program, it is obtained data as in the following table.

**Tabel 2. Students' Disipline Character Based on Education Program**

Students' Discipline Character	Category	F	%
Engineering	High	17	26.56%
	Moderate	41	64.06%
	Low	6	9.38%
<b>Total</b>		<b>64</b>	<b>100%</b>
Students' Discipline Character	Category	F	%
Non Engineering	High	9	30%
	Moderate	18	60%
	Low	3	10%
<b>Total</b>		<b>30</b>	<b>100%</b>

The table above shows a description of students' discipline character from Engineering and Non-Engineering program. Respondents with a high discipline character in engineering programs were 26.56%, and non-engineering were 30%.

Respondents with moderate discipline character in the engineering program were 64.06%, and non-engineering were 60%. Respondents with low discipline character in engineering programs were 9.38%, and non-engineering were 10%.

**d. Students’ Discipline Character Based on Gender**

From the calculation of students’ discipline character based on gender, it is obtained data as in the following table:

**Table 3 Students’ Discipline Character Based on Gender**

Students’ Discipline Character	Category	F	%
Male	High	12	25%
	Moderate	30	62.50%
	Low	6	12.50%
<b>Total</b>		<b>48</b>	
Students’ Discipline Character	Category	F	%
Female	High	14	30.46%
	Moderate	29	63.04%
	Low	3	6.50%
<b>Total</b>		<b>46</b>	<b>100%</b>

From the table above, it can be seen a description of student discipline character based on gender. Male respondents with high discipline character were 25%, and female were 30.46%. Male respondents with moderate discipline character were 62.50% and female were 63.04%. Male respondents with low discipline character were 12.50%, and female were 6.50%.

**CONCLUSION**

From the results of the research, it is concluded that (1) as many as 62.77% Polban students have medium discipline character, (2) as many as 26.56% students of engineering programs, and 30% of non-engineering program

students have high discipline character, (3) as many as 25% male students and 30.4% female students have a high discipline character, and (4) in general, the average Polban students have no difference in discipline character either based on education programs or gender.

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