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DEVELOPING OF MEASUREMENT OF DISCIPLINE CHARACTERISTIC OF MIDDLE SCHOOL STUDENTS

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ABSTRACT

The purpose of this study to design and develop measurement instruments students discipline character. The research method was conducted by the research and development in some phases: reviewing the theory, designing and developing instruments, test by experts, empirical pre-test, and empirical testing. Test experts were conducted through quantitative and qualitative assessment. Pre empirical testing is done through testing instruments on a small scale, and empirical testing is done through testing on a large scale. The study obtained the following results. (1) Measurement of discipline can be defined into three dimensions: obey, self-awareness, and responsibility. Of these three dimensions developed into six indicators, namely: comply with the order in the school, obey the rules / norms in family and society, carrying out assignments as a student, carrying out duties as a member of the family and the community, perform well and consistently, and accepts the risk of consequences task. (2) The results were obtained by the development of instruments to measure the character of discipline through self-assessment in the form of non-test instrument shaped Assessment Scale as many as 30 items using Likert Scale as a measuring scale. The results are expected to be a reference or measurement guidelines characters discipline middle school students (High School) for teachers or educators.

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Introduction

Education is one of the nation's efforts to build the character value. The values of the nation's character should be maintained in every generation to be able to lift the image of Indonesia. Education is expected to produce students who have the values of good character. With the human resources that have the character of a good nation, the life of society and the state are going to be good anyway.

Fadillah (2013: 42-48) states character education consists of: Religious, Honest, Tolerance, Discipline, Work Hard, Creative, Independent, Democratic, Curiosity, Excitement Nationality, Love to Nation, Rewarding Achievement, Friendly / Communicative, Love peace, Joy of Reading, Environmental Care, Social Care, and responsibilities. One of the values that should be instilled national character is the character of the discipline. Disciplines are an act that shows the orderly behavior and comply with various rules and regulations. Discipline characters are a national character that needs to be maintained and developed.

According Soven, *et al.*, (2013: 14) Discipline as a collective human enterprise in the which men's shared commitment to a Sufficiently Agreed set of ideals leads to the development of an isolable and self-defining repertory of procedures. Sukarata, *et al.*, (2015: 8) defines that discipline is a condition that is created and formed through a process of a series of behaviors that indicate the values of obedience, obedience, loyalty, regularity and or order. From this statement it is understood that the dimensions or elements of a discipline can be characterized by the value of obedience, obedience, loyalty, regularity and order. In line with this Prijodarminto in Rhomadani (2012: 4) defines that "Discipline is a condition that shows obedience, obedience, regularity, order, created through the assisted families, schooling and experience of the individual".

Lickona (2013: 148) explains the discipline as a means to teach values such as respect and responsibility. Yunus (2014: 4) states, discipline is the rule, or the norms that need to be adhered / adhered to by students to achieve optimal development, especially the adjustment in which the student resides. Discipline is very necessary character possessed by each student so that he or she can easily adapt to the environment.

Aulina (2013: 38) states, discipline is the way a community to teach children about the moral conduct that is approved by the group in which the elements necessary to make it happen volunteerism and their self-awareness. That is, the willingness and ability to behave according to the rules are approved within the group emerged from the absence of coercion. Wibowo, *et al.*, (2014: 327) explains that, discipline is a moral attitude of students formed through a process of a series of behaviors that indicate the values of obedience, obedience, regularity and order based on the reference values. From the above concepts can be understood that, discipline as a person's attitude to honor, obey, and obey the regulations and able to implement and accept the risk as a form of responsibility.

Ulfah in Yanti (2016: 2-3) states, discipline as an effort to develop a child to behave according to the rules and norms applied by the community has five elements, namely: (1) regulation, (2) customs, (3) punishment, (4) the award and (5) consistency. However, according Tu'u in Ayuni, *et al.*, (2014: 3) mentions the elements of discipline, namely: (1) Following and obeying rules, values and applicable law; (2) Opt-in and obedience due to self-consciousness and fear, pressure, coercion and encouragement from outside himself; (3) As an educational tool to influence, change, fostering and shaping behavior in accordance with the values specified or taught; (4) Punishment; (5) Regulations that provides guidelines and measure behavior. According to this principle can conclude that the dimensions or elements of the discipline are consisted of: obedience to the rules and the like; self-awareness; responsible; to educate and to train and control the person's behavior.

From explanation to the above there are several elements or dimensions that can be developed into indicators of student discipline code. Each expert gives different constraints on the elements of the discipline code. To understand the level of discipline required of each student their dimensions or indicators that can be measured by an instrument. In this article will discuss about two things. First, any dimensions and indicators to measure a student discipline code? Second, how does the shape of instruments for measuring student discipline code?

Methodology

The method used is the method of research and development. Richey and Klein in Emzir (2012: 264), defines R & D as the systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern Reviews their development. Data analysis technique used descriptive evaluative analysis.

There are several stages in the research development, especially the development of measurement instruments psychological character of a student. This is in accordance opinions of Supardi (2013: 633) which states that the measures to develop instruments standard include: (1) examines the concept of theories studied up produced a synthesis, (2) formulate constructs that include a definition of conceptual and operational definition of a construct , (3) make a grating instrument in the specifications table that contains dimensions, indicators, item number, the number of grains, and the nature of the statement, (4) write grains instruments, (5) validate the concept / theoretical through expert or panel , (6) revising instrument based validation concepts / theoretical, (7) pre test instruments, (8) revising the item based on the pre-trial, (9) perform field tests on a large scale, (10) revising and selection grain based on the results of the field trials, and (11) assembly of raw instrument with beads that have been valid.

Procedures or steps in this research as the following :

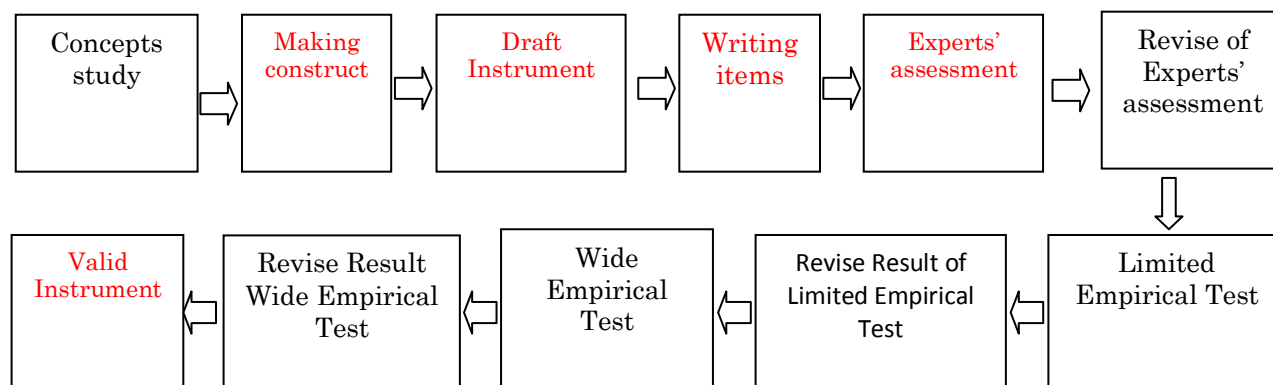


fig. 1: Procedure Valid Instrument Development.

Sources of data in this study consisted of: the literature, experts and high school students. Data collection techniques used in this research include: literature studies, interviews, and questionnaires. Product design in the form of measurement instruments disciplinary code consisting of a number of items with a statement containing the charging instructions and instructions for use. We evaluated through three stages, namely: (1) Ratings construct by experts consisting of three experts, (2) quantitative form which is divided into three aspects, namely constructs, aspects of legibility, and aspects of practicality, (3) Scale ratings of 1 to 5 with a level of construct validity were developed based on the median (Md) and Quartile (Q). The median value is then interpreted based on the following criteria: 1-2 means to be replaced, 3 means fixed, 4-5 mean good or maintained.

Result And Discussion

Result Of The Research

Based on theoretical studies / concepts of the discipline of experts then formulated a construct. From concept that there can be formulated that, discipline is an attitude or behavior which shows a willingness to be obedient and submissive to the rules and norms both written and unwritten valid and was willing to consciously and receive

sanctions if violated. Broadly speaking, the dimensions of the disciplines character consists of: comply with and obey the rules / norms, self-awareness, and responsible.

Referring to the construction, it can be arranged an early draft instrument to measure discipline in the form of a grid as shown in Table 1 below.

Table 1: Draft Instruments of Discipline Characters (Early Draft).

No.	Dimensions	Indicators	Items Statement		Total Items
			Positive	Negative	
1	Comply with and obey the rules and norms	Comply with discipline in schools	1, 2, 3	4, 5	5
		Comply with the rules and norms in the family and society	6, 7, 8	9, 10	5
2	Self-awareness	Perform duties as students	11, 12, 13	14, 15	5
		Perform duties as members of the family and society	16, 17, 18	19, 20	5
		Being polite to others	21, 22, 23	24, 25	5
3	To be responsible	Keeping a common good	26, 27, 28	29, 30	5
		Accept sanctions if violated	32, 33	34, 35,31	5
Total Items			21	14	35

On the early draft instruments is further validated constructs through expert assessment (expert judgment). Assessment experts conducted conformity related dimensions, indicators, grain and sentence statement. The results of the expert assessment on the initial design of instruments further improved and the results are presented in Table 2 below.

Table 2. Revise Draft Instruments of Discipline Character (Result of Experts' Judgment).

No.	Dimensions	Indicators	Items Statements		Total Items
			Positive	Negative	
1	Comply and Obey	Comply with discipline in schools	1, 2, 3	4, 5	5
		Comply with the rules and norms in the family and society	6, 7, 8	9, 10, 31	6
2	Self-awareness	Perform duties as student	11, 12, 13	14, 15, 32	6
		Perform duties as members of the family and society	16, 17, 18	19, 20, 33	6
3	To be responsible	Perform well and consistently	21, 22, 23	24, 25, 34	6
		Accepts the risk of the consequences of assignment	26, 27, 28	29, 30, 35	6
Total Items			18	17	35

In Table 2, the results of expert assessment on the draft instrument Character Discipline obtained six indicators of seven indicators on the initial draft of the instrument. The next steps are the instruments tested on a limited basis to students (pre-trial). Pre-trial results were analyzed and the results are presented in Table 3. Here.

Table 3. Revise Draft Instruments of Discipline Character (Result of Pre-Trial).

No	Dimensions	Indicators	Items Statements		Total Items
			Positive	Negative	
1	Comply and Obey	Comply with discipline in schools	1, 2, 3	4, 5	5
		Comply with the rules and norms in the family and society	6, 7, 8	9, 10	5
2	Self-awareness	Perform duties as student	11, 12, 13	14, 15	5
		Perform duties as members of the family and society	16, 17, 18	19, 20	5
3	To be responsible	Perform well and consistently	21, 22, 23	24, 25	5
		Accepts the risk of the consequences of assignment	26, 27, 28	29, 30	5
Total items			18	12	30

In Table 3. The results obtained limited test (pre-trial) the number of items that meet the validity statement were 30 of 35 items beginning. This means that there are 5 items that do not meet the criteria statement. Further instrument was tested extensively. The number of respondents who were sampled for testing instruments widely as much as 10 times of the number of grains were being developed and the sample must be qualified. The trial results are widely analyzed and the results are presented in Table 4 below.

Table 4: Draft Instruments of Discipline Character (Final).

No.	Dimensions	Indicators	Items	Statements	Total Items
			Positive	Negative	
1	Comply and Obey	Comply with discipline in schools	1, 2, 3	4, 5	5
		Comply with the rules and norms in the family and society	6, 7, 8	9, 10	5
2	Self-awareness	Perform duties as student	11, 12, 13	14, 15	5
		Perform duties as members of the family and society	16, 17, 18	19, 20	5
3	To be responsible	Perform well and consistently	21, 22, 23	24, 25	5
		Accepts the risk of the consequences of assignment	26, 27, 28	29, 30	5
Total Items			18	12	30

The trial results are widely obtainable instruments of Character Assessment Scale Measurement Discipline middle school students as much as 30 grains composed of 18 items Favorable (positive) and 12 point Unfavorable (negative). This instrument was subsequently designated as the raw instrument (final) to measure character Discipline middle school students.

Discussion

Characters discipline should be developed in an effort to support the development of Indonesian human resources quality. Characters discipline has a very important role, especially for students in learning activities. Discipline is an enabling factor in the success of learning. Discipline is an individual aspect that leads to the attitude of what is expected to obey the environment, family, school and community. Arisana, *et al.*, (2012: 26) states that Discipline is the behavior of someone who in accordance with the order or the rules applicable in both emerging from the consciousness of himself as well as the absence of sanctions or punishment.

Discipline is important to be upgraded on students both through formal and non-formal education. Through formal education develop discipline characters do in learning activities in the classroom. Teachers can familiarize pursued through disciplined behavior control every activity of student learning. Wulandari (2014: 51) states that one effort to improve student discipline can be done through a process of learning Citizenship Education. However, in order to form the character of students are to have a habit of discipline, requiring the cooperation between the school and the family. More Hidayat (2013: 95) states, that discipline can be grown and maintained properly then there are 3 (three) factor to note: (1) awareness; (2) model, and (3) enforcement of regulations. Awareness is a major factor in upholding discipline. While exemplary and enforcement of regulations is a supporter of the consciousness. Modeling and enforcement will not be able to survive long if it is not based on the awareness that is growing in a person.

Other than through formal education, the development of the discipline can also be embedded through non-formal education. Extracurricular activities of the Scout Movement are a non-formal education is effective in instilling discipline code. Sudrajad (2013: 2) states that "The values of scouting are positive values taught and imparted to the scouts. These values are moral values that adorn the behavior of members of the scout. In the Law of the Republic of Indonesia number 12 of 2010 on the Scout Movement, Article 8 states that the value of Scouting include: (a) faith and devotion to God Almighty, (b) a love of nature and fellow human beings, (c) the love of the homeland and nation, (d) discipline, courage, and loyalty, (e) helping, (f) clear thinking, saying, and doing, (g) sparingly, carefully and unpretentious, and (h) diligent and skillful. Those values are very important shared by all citizens of Indonesia, especially middle school students.

The result of the development of measurement instruments disciplinary character of middle school students can be measured with 3 (three) dimensions. Dimensions or element to measure the character of discipline consists of: dutiful, self-awareness, and responsible. These three-dimensional measurements of this discipline code have already included the moral element, attitudes and behavior. Dimensions comply with and obey a reflection of the attitude, the dimension of self-awareness as a reflection of the moral and responsible dimension as a reflection of the element's behavior. This is in line with Offirstson (2014: 78) states that, discipline dimension consists of morals, attitudes and behavior.

Each dimension or disciplinary character element can be developed each two (2) indicators. Dimensions dutiful, consisting of indicators: (a) comply with the order in the school, and (b) comply with the rules and norms in the family and society. Self-awareness dimensions comprised of indicators: (a) carry out duties as a student, and (b) carry out duties as a member of the family and society. Dimensions responsible, consists of indicators: (a) perform well and consistently, and (b) accept the risk of the consequences of the task. Through these indicators can be developed grains measuring instruments disciplinary character of middle school students.

The results of the empirical validation of the concept and may be ultimately designed a measurement instrument disciplinary character of middle school students shaped Assessment Scale. Instrument Assessment Scale consists of 30 items includes: 18 items Favorable (positive) and 12 point Unfavorable (negative). Measuring scale in this instrument uses a Likert scale with 5 (five) option are: Always, Often, Sometimes, Never, and Never.

Conclusion

Based on the results of research and discussion, can be summarized as follows. First, measurement instruments Characters student discipline consists of three dimensions and six indicators as well as 30 point statement. The third dimension is dutiful, self-awareness, and responsible. While the six indicators, namely (1) Complying with the

order in the school, (2) Complying with the rules of the norm in the family and society, (3) Carry out the duties as students, (4) Carry out the duties as a member of the family and society, (5) Carry out the duties properly and consistent, and (6) Accept the risk of the consequences of the task. Second, the measurement instrument Characters Disciplinary middle school students was developed in the form Instrument Rating Scale using Likert scale with 5 as the selection of the measuring scale. Options / option in this instrument are: always, often, sometimes, Never, Never. The instrument is equipped with charging instructions and instructions for use. The result is expected to be a reference or measurement guidelines students' Character Discipline of middle school for teachers or educators. So that teachers no longer assessed subjectively student discipline.

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