

## **HABITUATION VALUE MORAL IN THE LEMENTARY SCHOOL STUDENT FRAMEWORK NATIONAL CHARACTER FORMATION (STUDY AT SD LABSCHOOL FIP-UMJ)**

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### **Abstract**

*Habituation Process Value Moral in the Elementary School Student Framework National Character Formation. Habituation value moral in elementary school student would allow private noble virtuous character, commendable and bring them on good behavior. They will be used to do good to himself and to others. Habituation personal moral in the context of the formation of character is noble, the whole person skilled talking, using symbols and gestures are good, able to be creative and to appreciate the things that convincingly meets beauty, supported by a disciplined life in a personal relationship with the other party, has the ability to make wise decisions and determine the correct the wrong, and has an integral insight.*

*Keywords: Habituation, value moral, national charater, elementary school*

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### **INTRODUCTION**

Currently the Indonesian nation faced with the problem of moral decadence that is quite worrying. Many issues of violence, crime, fights, sex, pregnancy outside marriage, abuse of drugs, and alcohol is a reality of life that is going on around us. Increased crime and declining morality began to touch children elementary school age, even not rule out also early age children (kindergarten), they were involved in drugs, violence between friends, sexuality, and even murder. These issues need special attention from education experts, particularly education expert values-moral, because it is an indication that the implementation of educational learning values-moral in the school has not met expectations as stated in Law No. 20 of 2003 on National Education System, which develops ability and character development and a dignified civilization.

The low morality of this nation is a reflection of the behavior of individuals who are not in character, so that the negative impact on the management of state, corporate, legal system, which will ultimately reduce the nation's competitiveness in the international, and so make Indonesia slumped social, economic, and cultural.

One effort in shaping the character of the nation is habituation value of discipline on primary school children, the parents in the family, as well as by teachers in schools. Educational institutions have a role to issue a maximum of moral values, including the values of discipline. That role is motivated by several things, *first*, the scope of the education itself is not limited to knowledge alone but also includes the attitudes, values and patterns of behavior. *Second*, the challenge of an

increasingly severe moral education as a result of the globalization of information by the media information that are likely controlled by the developed countries that have different moral standards. *Third*, the development of attitudes that tend to be more permissive as a result of the severity of the challenges of life, and the fourth, the demands of modern life tends to create a formal education institution at the forefront of coaching values student discipline.

Elementary school as an educational institution formally assessed to be a place or educational institution that is able to provide the basics of its provisions common to all aspects of personality development of the students as a whole and integrated. Elementary school as an educational institution that is able to provide the knowledge, values and skills that are commonly needed by every citizen of Indonesia.

## **METHODOLOGY**

This research was conducted by using descriptive analytic research with a variety of case studies. Descriptive analytic method is a method of study that emphasizes the effort to obtain information about the status or symptoms at the time of the study, provides a description of phenomena, also further explain the relationship, as well as attracting the significance of a problem is desired. Mc Millan (2001: 72) revealed that descriptive research is a form of the most fundamental research and is intended to describe or depict phenomena that exist, both phenomena that are natural or human engineering. Thus, through a descriptive analytic method with variation of these case studies allow researchers to approach the data so as to develop the components of the analytical description of the conceptual and categorical data itself. With this method the authors can show their interaction with the person being investigated, understanding their culture, including values, beliefs, behavior patterns, and languages, and businesses feel or experience their motives and emotions.

As a case study (case study) is a method to collect and analyze the data with respect to something cases. The case study is a study of a "unified system". This unity may be programs, activities, events, or group of individuals bound by place, time or a certain bond. The case studies generally produce a longitudinal picture of the result of collection and analysis of cases within a period of time. Cases may be limited to one person, an institution, an event, or a group of humans and other groups of objects are quite limited, which is seen as a single entity. In accordance with the peculiar, that a case study approach performed on objects is limited. The question of sample selection is not the same approach to the problems faced by quantitative research. As an implication, studies using a case study approach results can not be generalized. The use of descriptive analytical method types of case studies in this research conducted by the authors is to examine the moral values of discipline habituation process in early childhood, focusing on an intensive and detailed case.

In this research using descriptive-analytic method, which describes everything what is observed, and is felt in the process of habituation moral values of discipline in children, and then interpret everything that is observed in accordance with the context of the circumstances that are happening. Therefore, the authors apply as a research instrument, meaning that authors make themselves as a tool or a means of research in gathering information on the process of habituation moral values of discipline that occurred at the school from all sides.

## **RESULTS AND DISCUSSION**

After doing quite a long observation, since 2015 until 2016, it is known that the process of habituation value of discipline on primary school children took place not only through the curriculum, but also through interaction between students and staff. This will be seen when the state of play, the rules of play, activities of the competition, and when children think of the shapes the behavior of every player.

Habituation moral values of discipline in schools is seen also in the social life of the school, the children consider acceptable behavior and rejection of, follow and scrutinize social convention and morality. Was true when the child pay attention to the teacher, either way the teacher talk, act, and act both inside and outside the classroom. Also, the development of the discipline of moral values can appear in celebrations of national holidays that have historical or contemporary example of citizens in the quality of environmental disciplines. There is also widespread in the public school program, such as taking the race, both held by the relevant school or organized by schools or other institutions. Appears also when organizing a school environment, that is, when providing a place to play, making the building, and provided equipment laboratory, library, bulletin boards, as well as in the relationship between administrative staff and teacher.

Therefore, the value of education (affective) is a necessity that can not be negotiable in the education system of schooling in each path and level of education, whether formal, informal and non-formal. Because mere intellectual learning in school will be destructive, and referral of educational value only at family parties and religious institutions is impossible.

On the basis of the above reasoning, the habituation value of discipline in school should be able to integrate into a human being individual roles and become human life. Djahiri (2004: 73) revealed that the target is achieved, then the value of education must seek: a). Humanizing (humanizing so humane, human, *kaffah*), namely the coaching process, development and expansion-norms set of values and norms in order of values and beliefs (value and belief system) decent and humane man. b). Empowering (empowering human beings who realize it has some potential and realize its limitations) by (1) knowing the what and knowing the why, (2) appreciate mean and end, (3) experiencing, acting and behaving. c). Civilizing, both in mindset, *zikr* and behavior patterns.

In order for that goal is reached, Djahiri (2004: 74) expressed the need for values education plays in the dimensions as follows: a). Fostering, embed, and preserving the noble moral values on individual people, groups, and life. b). Improving and expanding the order of values and beliefs of human / community. groups.c). Fostering and improving human identity/community/nation. d).

Ward, minimize and negate things (value) negative. e). Foster and seek attainment of the world aspired expectations. f). Clarifying and operationalized *astagrata* basic moral values in life. g). Clarify or assess the existence of moral values in human beings and or life.

As one form of social system, Primary School is a place of student community interact with each other (the whole school community; the principal, teachers, parents committees, administration, and among students). The school environment can be ensured including an extensive display the value of life. These values can be a value that institutionalized deliberately through a number of formal conditions such as discipline and tidiness are arranged in order of the school or the value of intelligence, honesty, responsibility, skills and health, developed through the written curriculum. In addition the school is a meeting place of the values of life that are born of personal and displayed in the form of thoughts, words and actions of individuals. Such values tend to arise spontaneously in everyone's personal idiosyncrasies.

Planting moral values of discipline in school children, especially in elementary schools is done through habituation or habituation, which is carried out spontaneously in accordance with the circumstances, conditions and material tententu. The charge of moral values also serve as the subject matter. In addition, the principal at every opportunity always provide direction about the importance of value investment discipline to a child that must be implemented by all the teachers who teach.

All school members (teachers, administrators, school committee, a security officer, employee base) are involved in the implementation of habituation value of discipline in schools with principals act as a facilitator in the process of planning, organizing, and evaluation of habituation value of discipline.

With the implementation of habituation values of discipline for students is expected there will be a significant change of attitude, by entering the values of discipline about how students have a personal life that is responsible as citizens who take an active role in solving problems in private and public. With the moral values of discipline can develop a student's behavior to have a private life and citizens, based on the norms, rules of good, emotional and social norms satisfactory adjustment, and

use the skills and habits involving critical thinking and constructive. In short, the purpose of habituation value discipline is intended for the construction of all aspects of one's life, both as individuals, family members, citizens, and citizens of the world, so as to realize the figure of the ideal man, human, totality, the human being is able to "survive" in the life society is full of challenge and competition live.

Through habituation value of discipline in the learning process in schools, is expected in students embedded good attitude. The attitude must be raised by the students in their behavior at school, family, and community. As the above description, it seems habituation value of this discipline is one of the efforts taken in instilling the values, morals and norms so that one can do, act, and behave discipline, both as personal and social.

In the context of learning as above, habituation value of discipline needs to be grounded by their 'awareness' (awareness). According to Mc. Phail (1982: 24) learning conditions based on an awareness that must be built by the five value conscious, that is: be aware of: (1) their value system, (2) the importance of having a value system, (3) the desire to embrace / have the value system, (4) the need to foster and improve them, and (5) to try out and established conscious in everyday deeds.

Similarly, according to Piaget (1951: 58) to achieve this awareness necessary stages deep and serious study, as follows: Stage accommodate, the child has the opportunity to learn and internalize moral values, and phase assimilating or integrating these values invitation value systems that have been there in him, as well as phase equalibrasi or fostering balance or established as a new value system that is raw.

All of approaches and strategies, Fathuljaward in Hakam (2000: 48) points out, for those goals need to be the best approach and mutually relate to one another in order to create optimal results (synergistic). The approach is as follows: 1).The value investment approach (value plant approach), this approach to it that learners know and accept as their own value and are responsible for the decisions taken through the stages: identify options, assessing options, make choices, to apply in accordance with the value of self-belief. How that can be used in this approach include: exemplary, positive and negative reinforcement, simulation and role play.2).Approach cognitive moral development (cognitive moral development approach). This approach stressed on various levels of moral studies. Teachers can direct the child in the process of applying moral thinking through discussion of moral issues, so that learners can make a decision about his moral opinion. They will describe the higher levels in moral thinking, namely: fear of punishment, serving the will of its own, following confronted role, act according to ethical principles are universal. 3).The analytical approach values (values analysis approach), this approach emphasized that learners can use the ability to think logically and scientifically analyze the problems associated with the specified value. In addition, learners in using the process of rational thinking and analysis can connect and formulate the concept of the value of their own. How that can be used in this approach, among others, the discussion focused demanding arguments, the assertion proof, confirmation of principles, the analysis of cases, debate, and research. 4). Approach clarification of values (values clarification approach), an approach which aims to raise awareness and develop the ability of learners to identify their own values and the values of others. In addition this approach also helps learners to be able to communicate honestly and openly about the values of their own and the values of others and help learners use the ability to think rationally and emotionally in judging the feelings, values, and behavior of their own. How that can be utilized in this approach, such as role playing, simulations, in-depth analysis of the value of its own, the activities that develop sensitivity, activities outside the classroom, and discussions. 5).The learning approach do (action learning approach), this approach aims to develop the ability of learners as to its approach and values clarification. Moreover, this approach is intended to develop the ability of learners in social activities and to encourage students to see themselves as beings who have to interact in society. In addition to ways of approaching the analysis and clarification of values, is a method of project/activity in school, interpersonal relationships, social life and organization practices.

In implementing the habituation value of discipline in children, considered very precise and determine all. Therefore, the view that a child is the aspect most important development; therefore environmental education should instill core "goodness" (skills and virtues social) and to prevent core

"badness" through control (Kohlberg: 1984: 51). Thus, the ideas and attitudes of others need to be taught by rote and meaningless exercises with teachings that allow the emergence of core positive values of children spontaneously. According to Rousseau in Winecoff (1985: 57), children tend to develop experience in accordance with the demands of nature. If the child is often curbed their parents or anyone else, can encourage the child to have a negative view of the natural world.

## DISCUSSION

In general, the notion of discipline is the willingness to abide by the terms or regulations in force. Compliance here is not under compulsion, but compliance with the basic awareness about the value and importance of obeying the rules. Discipline must be instilled and nurtured in the child, so that eventually a sense of discipline that will grow from the hearts, the children themselves (self-discipline). Therefore, teachers in instilling discipline in students should pay attention to some of the measures as proposed by Mc Phail (1982: 40-43), the following: a). Habituation (Students are so accustomed to living or doing things in an orderly, well, regularly, like a well-dressed, in and out of the classroom in an orderly, storing bags and shoes in place well, eat and sleep on time, and so on until all the usual things done in an orderly manner and regularly); b). Awareness (In addition to instilling habituation-conditioning including one example and the example of the parents and teachers, then the child is big and begin the critical mind, then little by little to be given explanations about the importance of regulations are held, so that the child may gradually start to realize the value of and the importance of the regulations are to be done; such awareness is crucial in the formation of self-discipline); c). Example and role model (To instill discipline that the students used to live and do things in an orderly, well and regularly need to be supported by their example and the example of the parents at home and teachers at school. Without the example and the example of the parents and the teachers and habituation are imparted to the students will be done with a sense of forced so it is not possible to form a sense of discipline from within, self-discipline); d). Supervision (Supervision aims to maintain or prevent possible violations of the rules or the usual order. For a child whose name still is a child, where there is a likely chance would tend to do something that violates the rules or regulations. Therefore, surveillance becomes a very important. Supervision in this case should be done continuously, especially in moments and situations that allow the child will do the opposite with the rules and regulations).

To strengthen and reinforce the implementation of habituation value discipline, Bandura (2002: 35) reminded there are three things that must be considered in the discipline, namely: a). Punishment (penalty); namely that the child needs to be punished if any, students arriving late to school should be punished, for example, cleaning the classroom; b). Control by enforcing obedience or orderly conduct; that discipline to the students that require control over the direction of the external behavior. In this case the individual is deemed not capable of directing, controlling and limiting their own behavior; c). Training that correct and Strengthens; that the purpose of the discipline it instills a sense of "self-discipline", self-discipline, in the sense that the purpose of the exercise which provides the opportunity for individuals to do something based on the teaching and control themselves.

As for the importance of discipline for children is as proposed by Kim (2009: 163), as follows: a). Absorb knowledge and understanding of the social, among others, to know other people's property; b). Understand and immediately according to runs directly understand the obligations and prohibitions; c). Understand the behavior of good and bad; d). Learning to control our desires and do something without feeling threatened by punishment.; e). Sacrificing his own pleasure without warning from others.

Noting how much influence on the student's discipline, then the efforts of teachers in instilling discipline and habit becomes a necessity. According Haste (2008: 11), says that the ability to live up to

its obligations as a necessity is not born by itself, but grow through the process. Develop a sense of effort required so internalized as an inevitability can be reached through discipline.

In practice, it is a learning process activities hold a decisive role, namely to provide a condition or circumstance that allows activities that do can cause learning activities of students. This learning activity by Haste (2009: 54) is said to be a key factor, ie how teachers can provide commentary on the state of anticipation and students as well as students' responses to the actions of the teacher to teach. So teachers need to manage their own behavior and understand the behavior of the students, for the sake of increasing the student's knowledge and the growth of personality. Therefore, in the learning process can not escape from the problems of discipline, because discipline is the motor of an effective organization. With the condition that discipline among the members of the group can work together, there is a sense of attachment and is responsible for the official standards of the organization.

Thus the teacher must try to find a way/effective strategies so that students can become a disciplined personality, which has the ability to adjust appropriately, either to itself, the environment, and against God. Individuals who discipline themselves (self-discipline) will be able to display appropriate behavior with the limits norm, and capable of directing himself to activities that are positive and constructive. On the contrary, if the child is not instilled discipline, the child fails to achieve the development of their identity (self-identity) or sense of responsibility (responsibility). With such discipline children will be a growing sense of awareness in him to obey all the rules of organization and social norms that apply. He voluntarily comply with the rules and be aware of their duties and responsibilities, willingness to follow the rules and regulations because it is driven by the awareness that there is in his heart. This is something pertaining to a person's self control to other forms of rule. Compliance implementing a regulation that caused the fear of sanction will be given has not been able to be called a discipline. A person is said to be disciplined when he was with the awareness of the regulations implementing it because he knew the benefits of the regulations set.

Planting seedlings and habituation of self-discipline in the learning process of children is a tendency of positive discipline, the discipline that is based on the control of the self (internal control). Planting of self-discipline is an internal force to encourage people to obey the rules or norms something, on the basis of their own volition or consideration of the meaning or benefit of these norms.

Teachers as educators have an important role in developing the discipline of children. Efforts to develop the discipline is through habituation discipline. With this habituation, teachers try to create a situation of learning processes that can encourage students to be disciplined in their learning so successful.

Efforts to develop the discipline of students, teachers should guide students to have an understanding of the rules or norms and can behave according to the rules or norms. Teacher creates a situation of open communication with students, where students can discuss with teachers and may express opinions or questions to the teacher.

## CONCLUSION

School discipline, if developed and implemented, consistent and consequently will positively impact the lives and behavior of students. Discipline can encourage them to learn concretely in the practice of living in the school about the positive things. With the imposition of discipline, students learn to adapt to the environment either, so there is a balance in relationships with others. Thus, the discipline of managing a person's behavior in relation to the environment in the middle. Discipline is also a positive impact on the habits of good, positive and beneficial for him and his environment. With discipline also makes regular school environment, orderly, quiet, making students enterprising, persistent, serious, attentive, painstaking and competitive in learning activities. The disciplined environment that will participate contributing birth of students who excel with superior personality.

With the moral values of discipline can develop a student's behavior to have a private life and citizens, based on the norms, rules of good, emotional and social norms satisfactory adjustment, as

well as using the skills and habituation involving critical thinking and constructive. In short, the purpose of habituation value discipline is intended for the construction of all aspects of one's life, both as individuals, family members, citizens, and citizens of the world, so as to realize the figure of the ideal man, human, totality, the human being is able to "survive" in the life society is full of challenge and competition live.

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