

The Determinant of Student Attendance Discipline in Lectures with Psychological Approach to Formation of Discipline Character Through Punishment and Motivation: Survey on Management Department Student

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The Determinant of Student Attendance Discipline in Lectures with Psychological Approach to Formation of Discipline Character Through Punishment and Motivation: Survey on Management Department Students of the Faculty of Economics and Business UPN "Veteran" Yogyakarta

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Keywords: Psychological Approach, Disciplinary Character, Interest in discipline, Interest, Extrinsic Motivation, Punishment.

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Abstract: This study aims to determine and analyze the interest of student discipline in attending lectures in the Management Department of the Faculty of Economics and Business at UPN Veteran Yogyakarta. The population in this study were all Management Department students at the Faculty of Economics and Business UPN "Veterans" Yogyakarta. The sampling technique used is Convenience Sampling. The sample size was 37 respondents. The analytical tool used in this research is descriptive and quantitative, using SPSS path analysis. The results showed the determinant of student discipline interest in the Management department of the Faculty of Economics and Business UPN "Veterans" Yogyakarta was built more through extrinsic motivation than punishment.

1 INTRODUCTION

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Education is a planned, conscious effort to create an atmosphere of learning and learning, so students actively developing their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and country. Collage is a place for student to developing abilities and forming dignified character and nation civilization in order to educate the life of the nation, develop science and technology with paying attention and applying humanities values. A student should ideally be formed, embedded humanities values in a student. By having humanities values, a student will have a dignified character for his nation and country in the context of applying the knowledge gained during college in real life, because in the humaniform value a student is required to be an academic discipline student who studies the intrinsic value of humanity (President, 2012). However, in reality, in the process of forming a student's humanities in college, there is still much lack of discipline and learning motivation among students. This behavior has a serious impact

on the results of learning, this is in line with the results of previous studies Suryono et al., 2011. 30% of respondents in a study titled Analysis of Student Discipline Level in Attending Lectures in the Management Department of the Faculty of Economics and Business UPN "Veteran" Yogyakarta, there is a lack of Discipline in attending lectures, the results of the study showed that there was an absentee culture also called among students creativity imitating the signature culture, and the habit of late about was 1-20 minutes after class began. The impact was a lower level of knowledge absorption for students who have done an absence of cheating and are often late. So that it will affect the achievement of the goals of college as an educational institution which has a very strategic role in the process of character developing the of student discipline through various activities both curricular, co-curricular and extracurricular, so the output is a bachelor who has high-tech science with a very disciplined character, according to the humanities value. Higher education as a system consists of interrelated subsystems, namely students, lecturers, bureaucrats, education personnel, and infrastructure

facilities. Where these subsystems are interrelated, mutually influencing, and interdependent with each other to achieve goals. (Suryono, et al. 2019). Higher education is an education unit that organizes collage, which is designed to take part in shaping the nation's character. The younger generation has a strategic role and function in the development of development for the nation and state. One of the pros and cons of a country can be seen from the quality of its youth, because they are the next generation who must have a strong character to build their country, have a strong personality, a spirit of nationalism, able to understand knowledge and technology to compete globally. To achieve the goals of the tertiary institution depends on two systems running simultaneously, on the one hand, the role of bureaucrats in developing student discipline. The success of forming students with strong disciplinary character is not only determined by lecturers but also determined by other subsystems in tertiary institutions. (Suryono et al. 2019). On the other hand, it is the role of the students themselves who have different disciplinary characters in the effort to adopt knowledge from lecturers. So it is expected that a student is considered to have a high level of intellectuality, intelligence in critical thinking, fast planned action, right is a trait that tends to cling to each student, which is a complementary principle. Higher education is a means to educate students towards the formation of self-discipline as individuals who are personal, whole, intelligent, and have faith in God. Professional college educators have a function as a teacher, educator, and trainer so that they can develop cognitive, affective, and psychomotor aspects of students. This is the entrance for character education, especially the character of discipline to be applied at the tertiary level in Indonesia. Character education is an activity that must be trained and practiced continuously, so it is not enough just to be done by sitting in college. Character education needs to be done by direct practice in concrete life. According to Soemarno, the character is the actualization of the potential from within, and the internalization of moral values from the outside becomes part of his personality. Character is the values imprinted within us through education, experience, experimentation, sacrifice, and environmental influences, becoming intrinsic values that underlie our attitudes and behavior. Character means people who have personality, behavior, character, character, or character. Personality is a characteristic or characteristic or characteristic of a person that comes from the formations received from the environment, such as family in childhood, and also innate from birth (Koesoema, 2007: 80). The

Liang Genie (1972) defines discipline is an orderly situation in which people who are members of an organization are subject to the rules that have been there with pleasure. Discipline is the result of the learning process, or in Latin disciples, which means learning, the focus of discipline is teaching. According to Ariesandi, 2008, the meaning of discipline is the process of training the child's mind and character gradually so that it becomes someone who has self-control and is useful to the community.

Research conducted by Mussa 2015, which researched the Effects of Student Penal Management on Academic Performance, research findings revealed that punishment plays an important role in improving student academic performance by ensuring that students and teachers follow school rules. Punishment will perform well if applied fairly and consistently. Conversely, if schools do not carry out punishment fairly and consistently, then academic performance is not as expected. Further adoption reveals that when rules and regulations are emphasized, in the long run, it will determine the expected standard of behavior of students and teachers. Previous research conducted by Suryono et al., 2019 above found that 30% of students who were respondents were undisciplined, even though they had used the punishment approach, which was not strict, as said by Lilian Mussa 2015. According to Soemarno, 2001 the establishment of discipline could begin from building the character of a student through four corridors, two of which were planting values and planting habits, it was also said by Susanto, 2017, the process of disciplining habituation starts from imitation, then habituation is carried out. This research refers to the inculcation of the Soemarno values system, 2001 linked to the elements of disciplinary attitude assessment instruments in the Qualification Framework The Indonesian National (President of the Republic of Indonesia, 2012) is used as extrinsic motivation (Hidayatullah 2010) to encourage disciplinary habits in attending lectures before the lecture begins. To increase student discipline in attending lectures before lectures can be pursued using two different ways first disciplinary behavior is encouraged by fostering psychology interest student discipline with motivation, so discipline is carried out with joy and the second way to improve the character of discipline is suppressed by punishment, sanctions or punishment makes psychological interest in a student's discipline increase, but too severe punishment will make students despair, and ultimately not go to college again in one or several courses. Based on the background above, this study wants to measure the

influence of the major who is able to encourage student discipline interest through the extrinsic physical motivation of students with attitude assessment instruments in the IQF or through real punishment.

The purpose of this research is

1. to optimize the adoption of knowledge in the learning process in the classroom, starting from improving student discipline in attending lectures.
2. To measure the level of student discipline interest in attending lectures, through motivation or punishment.
3. To determine the method or way to build discipline that will be developed.

2 LITERATURE REVIEW

2.1 Character

Etymologically, the word character (English: *character*) comes from the Greek (*Greek*), namely, harassing, which means "to engrave" (Ryan and Bohlin, 1999: 5). The word "to engrave" can be translated to carve, paint, carve, or carve (Echols and Shadily, 1987: 214). A person's whole appearance can be described by a symbol that contains three layers. The outermost layer shows his personality, which is displayed every day (which also contains identity and temperament). The second layer is the character, and the inner layer is identity. The process of character development for the first time in the family environment by instilling noble values and positive norms for generations derived from religion, culture, tradition. This is then followed by non-formal education in the community and formal education in the school environment. In building this character, there are at least four corridors that need to be carried out, which are planting values, planting what is and what is *not*), planting habits, and the fourth set a very important role in the development of character (Soemarno, 2001).

2.2 Disciplinary Character

The etymology of discipline comes from the Latin "*disabled*," which means follower. Along with the times, the word has changed to "*discipline*," which means obedience or which involves the order. Discipline requires emotional integrity in bringing about circumstances. Discipline refers to the pattern

of behavior with the following characteristics Krishna, 2012:

1. There is a strong desire to fully implement what has become the norms, ethics, and rules that apply in society.
2. Controlled behavior.
3. Their obedience (obedience)

2.3 Discipline Character Development through Habituation Process

Habituation (*habituation*) is the process of forming attitudes and behavior that are relatively sedentary and are automated through a learning process that repeatedly (Susanto, 2017. Attitudes or behavior becomes a habit assume the character; such behavior relatively settled, generally does not require a high enough thinking function, for example, to be on time for college not because of motivation to get grades, or fear of breaking the rules, or fear because of the instructor, but because it is an essential human life necessity that realizes the importance of discipline. As a result or result of experience or learning, and repeatedly appear in response to the same stimulus. The process of disciplinary habituation starts from imitation, then habituation is done under the guidance of parents, and lecturers, so that parents and lecturers must also be able to emulate and accustom students to discipline. There is little difference between the exemplary process and the habituation process. However, the two things support each other. Exemplary is a positive connotation of words so that the things that follow are behaviors, attitudes, and actions that are normatively good and right. In the example, there is an element of inviting indirectly, so that sometimes it is less effective without direct invitation in the form of habituation. Likewise, habituation that directly leads to behavior, attitude, or behavior that is expected, less able to succeed well without exemplary. Students will be increasingly accustomed to discipline, and if it has become a habit that is embedded deep in his heart, the student will later be difficult to change from that habit. This is because the habit is an automatic behavior, without being planned, goes on without thinking about it. The process of habituation is actually about repetition. Meaning that what is familiarized is something done repeatedly and eventually becomes a habit. The habit must be applied in the daily life of students so that what is familiarized, especially related to discipline, will be a perfect personality. Habits are formed because of something that is accustomed, so that habits can be interpreted as actions or skills continuously, consistently for a long time, so that

actions and skills can really be known and eventually become a habit that is difficult to leave. Habits can also be interpreted as a movement of actions that runs smoothly and as if walking by itself. This action was originally due to the mind doing consideration and planning so that later it will cause actions which if these actions are repeated, it will become a habit. Habits that are repeated over a long period of time and continuously will form character.

2.4 Discipline

According to James Driver, from the psychological side, discipline is the ability to control behavior that comes from within a person in accordance with things that have been set from the outside or existing norms. In other words, psychological discipline is a person's behavior that appears and is able to adjust to the rules that have been set. According to Pratt Fairshild from the side of sociology, discipline consists of two parts, namely self-discipline and social discipline. Both are interconnected with each other, so someone who has a disciplined attitude is people who can direct their behavior and actions based on certain standards or limits of behavior that are accepted in their respective groups or social sphere. These behavioral settings can be obtained through education and learning channels. According to John Macquarrie, in terms of ethics, discipline is a willingness and deed of someone in complying with all the rules that have been set up with specific objectives.

2.5 Application of Discipline through Habituation

Familiarization with discipline in college will have a positive influence on student life in the future. In the beginning, discipline was felt like a rule that restricted learners' freedom. However, if this rule is felt like something that should be consciously obeyed for the good of oneself and the common good, then over time, it will become a good habit towards *self-discipline*. Discipline is no longer something that comes from outside that gives certain limitations, but discipline is a rule that comes from within itself as a natural thing to do in everyday life. The main experience in the implementation of discipline will provide a framework in the order of life later. "Self-discipline will only grow in an atmosphere where between lecturers and students there is an attitude of friendship that is rooted in the basis of mutual respect and mutual trust," (Rohani HM et al., 1991; 134). So according to this opinion, it means that discipline must be applied within a democratic framework and

boundaries and penalties that provide disciplinary (*pedagogical* KKBI) benefits.

2.6 Motivation

According to Hidayatullah, 2010, the enforcement of discipline can be done in several ways to increase motivation, education and training, leadership, rule enforcement, application of *reward, and punishment*. Increased motivation can be used to improve someone's discipline through two approaches to extrinsic motivation and intrinsic motivation. The motivation that comes from outside ourselves is extrinsic, while that comes from within us as intrinsic motivation (Hidayatullah, 2010).

2.7 The Indonesian National Qualification Framework Indonesian National Qualification

The framework, hereinafter abbreviated as KKNi, is a competency qualification gap framework which can juxtapose, equalize, and integrate between the education and work training fields, as well as work experience in the context of providing recognition of work competence in accordance with the work structure in various sectors. Learning achievement, is the ability obtained through the internalization of knowledge, attitudes, skills, competencies, and accumulation of work experience (President, 2012).

One of the achievements in KKNi is the internalization of the discipline of a student. To increase the interest of student discipline, the method can be pursued by providing the real motivation that can encourage students to behave in the discipline by utilizing one of the assessment instruments in KKNi, namely attitude. The element of disciplinary attitude assessment in attending lectures is used as a real motivation to encourage disciplinary habits in attending lectures before the lecture begins, students who always attend before lectures begin will be given a score of 7 points. The second method with a real penalty in the form of if the student is not late for more than 10 minutes, then it is not permitted to enter so that the attendance signature cannot be detected, if the student is found to be absent, then the falsified signature and the student who is signed is considered not to enter the meeting students not entering more than two times without permission are not permitted to take the final semester exams (Rector, 2018). In an effort to build the discipline character of students in attending lectures, it will be measured the determinant of a greater influence between real

motivation or real punishment that is able to build disciplinary interest in attending lectures.

2.7 Research Framework and Results

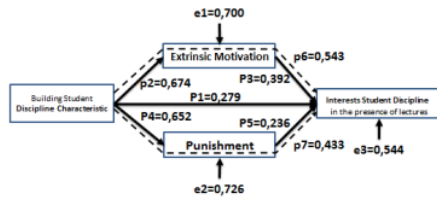


Figure 1: Framework for research and results.

2.8 Hypothesis

- 1) The character of student discipline has a significant positive effect on students' disciplinary interest in attending lectures through extrinsic motivation.
- 2) The character of student discipline has a significant positive effect on the interest of student discipline in attending lectures through punishment.
- 3) The determinant of the character of student discipline influences the interest of student discipline in attending lectures through punishment, greater student interest than through extrinsic motivation.

3 RESEARCH METHODS

In this study the population was all Management Study Program students at the Faculty of Economics and Business UPN "Veteran" Yogyakarta, the sample was part of the Management Study Program students at the Faculty of Economics and Business UPN "Veteran" Yogyakarta. The sampling technique in this study uses convenience sampling. The sample size was 107 respondents, descriptive data analysis techniques, and quantitative analysis path SPSS (Ghozali, 2013).

3.1 Research

- a. Testing on structure model 1, $EM = 0,674DC + 0,700$

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .714 ^a | .510 | .506 | .57481 |

a. Predictors: (Constant), DC

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.008 | .249 | | 4.052 | .000 |
| | DC | .674 | .064 | .714 | 10.459 | .000 |

a. Dependent Variable: EM

- b. Testing on structure model 2, $P = 0.652DC + 0.726$

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .687 ^a | .472 | .467 | .60080 |

a. Predictors: (Constant), DC

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .948 | .260 | | 3.645 | .000 |
| | DC | .652 | .067 | .687 | 9.679 | .000 |

a. Dependent Variable: P

- c. Tests on the structure model 3, $ID = 0.392EM + 0.279DC + 0.236P + 0.544$

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .839 ^a | .704 | .695 | .44807 |

a. Predictors: (Constant), P, DC, EM

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .261 | .212 | | 1.228 | .222 |
| | EM | .392 | .085 | .395 | 4.603 | .000 |
| | DC | .279 | .077 | .298 | 3.631 | .000 |
| | P | .236 | .081 | .239 | 2.898 | .005 |

a. Dependent Variable: ID

- d. Tests on the mediating structure model of indirect influence $(0.674DC \cdot 0.392EM) = 0.264$, with a value of the sobeltest $Sp2p3 = 0.062$ and the effect of mediation with a value of $t = 4.258 > 1.96$ with a significance level of 0.05, concluded a significant mediation coefficient means that there is a mediating effect, with a total effect $ID = 0.279DC + (0.674DC \cdot 0.392EM) = 0.543$, hypothesis 1 is proven.
- e. Tests on the indirect influence structure model $(0.652DC \cdot 0.236P) = 0.154$, with the value of the Sobel test $Sp4p5 = 0.057$ and the effect of mediation with the value of $t = 2.701 > 1.96$ with a significance level of 0.05, concluded a significant mediation coefficient it means that there is a mediating effect, with a total effect of

$ID = 0.279DC + (0.652DC \cdot 0.236P) = 0.433$, hypothesis 2 is proven.

- f. Hypothesis 3 testing is not proven, the character of student discipline influences the interest of student discipline in attending lectures through extrinsic motivation of 0,264, greater than through a penalty of 0,154.

Based on the results of two indirect path analysis mediated by extrinsic motivation or punishment, both of them show path coefficients of significant value and positive, and this shows that the better the discipline character of students majoring in Management at the Faculty of Economics and Business UPN "Veteran" Yogyakarta, the higher the interest of student discipline through extrinsic motivation or punishment, so hypotheses 1 and 2 are proven.

Whereas based on the results of the study, the coefficient of determination of the character of discipline to the interests of student discipline through extrinsic motivation produces a greater coefficient of influence, than through punishment. This means to improve student discipline in the timeliness of attending lectures "before lectures begin," and avoiding absenteeism is more desirable to students through extrinsic motivation in the form of disciplinary attitude assessment in the KKNI instruments. The third hypothesis is not proven, this research is not in line with that conducted by Mussa 2015, this research shows that building the character of student discipline through real extrinsic motivation is more desirable for students majoring in Management at the Faculty of Economics and Business UPN "Veteran" Yogyakarta.

4 CONCLUSIONS

1. The character of discipline has a direct effect on the interests of student discipline through extrinsic psychological motivation.
2. The character of the discipline has a direct effect on the interests of student discipline through psychological punishment.
3. The determinant of the character of student discipline influences the interest of student discipline through extrinsic motivation, having a greater effect than through punishment.

5 SUGGESTIONS

In building student disciplinary interest in the timeliness of attending lectures before lecture begins

and avoiding attendance, a system or method or method using an extrinsic motivation approach should be included in the disciplinary attitude assessment instrument in KKNI, in the form of giving value to students who are always present before lecturing started, the grading could use ranking, the approach through extrinsic motivation was very supportive of the curriculum system that had been used by the Management Department of the Faculty of Economics and Business UPN "Veteran" Yogyakarta based on KKNI, in which there was an assessment instrument in the form of attitude.

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