

Effect of Learning Based of Self-Discipline on Social Abilities

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Abstract: *Self-discipline is an important factor in learning, especially for its needs in social life because in social interactions the behavior is consistent between the interacting parties. Thus, the development of individuals who have good social skills has a meaningful impact on interactions in social life. Efforts to form socially competent individuals require various appropriate efforts. This research aims to compare the level of students' social abilities in learning based of self-discipline with conventional learning. This research uses a quasi-experimental design with a pretest-posttest design type. This research was carried out on 120 students of the Primary School Teacher Education Study Program, Universitas PGRI Ronggolawe in the Foundations of Education course. The results of this research show that there are differences in the level of social abilities of students whose learning is based on self-discipline compared to those whose learning is conventional. Students whose learning is based on self-discipline show a significantly higher level of social ability than those whose learning is conventional.*

Keywords: Learning based of self-discipline, Conventional learning, Social abilities

1. Introduction

According to Ofstead that Self-discipline is still a problem in school education, students have the potential to lose an hour of learning every day [29]. Analysis of disciplinary behavior and academic achievement in the school context has become one of the main concerns in the educational community. Teachers are interested in motivational processes that predict positive student outcomes to support them. Thus, the main goal is to determine a predictive model of disciplinary behavior and academic achievement [4]. Findings that behavioral discipline plays an important role in academic success [37]. Discipline in learning has a very significant effect on learning achievement [23]. Learning success is essentially a goal to be achieved from the learning process carried out by teachers in the educational environment. Improving quality is the most important thing, where an educator is continuously required to always think and act with all his abilities for the success of his students through various means. One strategy for dealing with school education is to follow the punitive consequences procedures of the school discipline policy by creating a school 'culture' [29], [3], [15], [32].

Self-discipline relating to effort in educational activities that is associated with better grades [16]. The direct effect of self-discipline on grades suggests that it may be related to other activities that determine achievement. Schools as one of the components of character formation have an important task in instilling morals, ethical values, noble character, and strong and resilient character [38]. Jaynes stated that character education is also related to higher levels of self-discipline [20]. Schools with higher levels of discipline were found to show significantly lower numbers of out-of-school

suspensions than schools with lower levels of discipline [27]. This is also what happens to what lecturers do to students. The role of lecturers as communicators is to communicate messages in the form of teaching materials, while students who act as communicants act as recipients of messages that must be captured, studied, understood and comprehended, in order to then adopt them as provisions after completing their studies. The more students adopt the learning material provided by the lecturer, the more knowledge they will learn. To achieve this, students need high levels of self-discipline so that the process becomes more meaningful and the results are effective. Self-discipline has a significant and positive effect on learning outcomes [11].

Many factors contribute to student academic outcomes, including those from racial minority communities who receive exclusive school discipline more strictly and more frequently. The racialization of school discipline has been linked to long-term adverse impacts on students' academic and life outcomes [1]. Mukuria state that discipline is defined not only as the degree of order and structure in the school [21], but Oplatka & Atias state also as the extent to which the school community views the learner behaviour as the appropriate socially accepted behaviour [21]. When discipline problems arose, the emotional climate of the classroom was reported by students to be worse [19]. Aloe *et al* state that in practice, disciplinary problems and student misbehavior are often applied interchangeably, but conceptually, student misbehavior falls into the category of disciplinary problems [19]. According to Finn *et al* that bad behavior in class is related to truancy or being late, students leaving their seats, interrupting or not following instructions, not completing assignments, and cheating [19]. The

obtaining findings about racial, gender, and income disparities contributes to discipline. While students from low-income and minority families experience suspensions and expulsions at higher rates than their peers, these differences are not simply due to socioeconomic status or increases in bad behavior. Rather, events in schools and classrooms resulting from the policies, practices, and perspectives of teachers and principals appear to play an important role in explaining these differences [36].

Parental discipline strategies are an important and important aspect of positive child development. Their qualities provide risk versus protection for the development of mental health problems [7]. The phenomenon that usually occurs, namely not being interested in taking courses, is a disciplinary problem that is most often experienced in each school. Students differ from teachers in arguing that behavior such as disobeying directions, using dangerous items and being destructive. When discipline problems arise, the emotional climate of the classroom is reported by students to be worse. The environment/objects are the most common problems that occur [30]. By examining the ways in which educators in schools illustrate the relational nature of the "school discipline gap" and help us understand how and why some children are disproportionately subjected to surveillance and exclusion, while others are not [13].

There is much debate about how to handle discipline. Proponents of reform argue that suspensions and other forms of exclusionary discipline have negative impacts, including high levels of criminal justice involvement--and they are applied unfairly. In contrast, skeptics argue that we should consider the interests of all students, not just those who misbehave, that schools rely on suspensions and the like to maintain order, and that proposed alternatives are unproven and unrealistic [6].

One of the fundamental problems of the education system in many countries is related to classroom discipline. This reflects one of the worst problems faced by teachers. Classroom discipline management strategies play an effective role in creating positive teacher-student relationships [33]. Apart from that, it becomes more complex because the three of them, namely lecturers, students and learning/lecture materials are still influenced by other variables, such as: the role of the lecturer is influenced by the knowledge they have, and the way the lesson is delivered is very determining in student success. Likewise with the problems faced by students, not all students can grasp the lesson material quickly, not all are able to adapt to the environmental situation in which they study. Not to mention those related to study materials, which with advances in science and technology have a big influence on study success. Likewise, if it is related to society's demand for skilled workers. Therefore, if it is desired that educational institutions can improve their quality, then the role of the three components mentioned above must also be increased. Many parents and teachers who still believe that punishment is an action no longer apply the idea of spanking, but believe that the best way to motivate children to change their behavior is to give them punishment in the form of punishments, punishments, deprivation of privileges, and humiliation [26]. School discipline policies

that rely heavily on exclusionary punishment can foster disparities in childhood [18]. However, on the contrary, awarding achievement stars has a significant effect on developing students' disciplined character [2]. Children who have low self-discipline, lack self-control and poor emotional regulation [31].

Schools have many roles, including one role, namely as a means of social and emotional learning. In this regard, schools can be part of an educational and restorative approach to classroom management and discipline, so that children learn responsibility for themselves and their communities [9]. Using discipline to create a controlled environment can produce a different perspective than if discipline was used as a behavioral conditioning strategy [28]. Academic achievement is influenced by self-discipline [16]. Whatever is carried out through educational and teaching activities is generally results-oriented. This means that the benchmark is student learning outcomes. Learning outcomes have an important meaning for lecturers as well as for students and parents, because learning outcomes will determine the direction that students must take to complete their education and will then direct students to pursue a particular field of expertise as a provision for carrying out a working career in society later.

The learning process does not only depend on student involvement in it, but students must already have a disciplined attitude that has been instilled since childhood. Because discipline is an important thing in a person's life. Someone who is not disciplined often acts lazy, likes to procrastinate work, or does not obey the rules. Make his behavior and thinking conform to exemplary standards and maintain his exemplary qualifications through self-discipline training [35]. Emotion regulation strategies have a positive and significant relationship with the maladaptive schema of insufficient self-discipline [14]. Building self-discipline also has a very big role in relation to children's growth, especially in relation to building discipline. The process of building discipline cannot only be done through giving advice to children, although that is also necessary, but example will be more dominant. Because humans have a very strong imitative attitude. Thus, parents must be an example to establish discipline for their children or families.

Parents' positive discipline strategies are very important to encourage children's development. Strengthening self-control and self-regulation should be carried out to train children to be disciplined [31]. The conditions of the family environment are the first to be absorbed by children, so that all parental behavior becomes a role model for children. And it is this condition that parents need to be aware of so that they can truly make themselves role models or identification centers for their children's disciplinary attitudes. This is the responsibility of the parents. In general, understanding of discipline among parents is very poor. This is what causes children to be arbitrary in following the teaching and learning process. It is normal for parents to have a little pampering or show too much love towards their children, to the point that the parents don't pay any attention to the child's mistakes. Conditions like this often make/make children lack discipline. Therefore, parents who generally have a fairly high educational background will really

understand things like this. If it were the other way around, of course his insight into discipline would also be low.

Apart from family environmental conditions, lecturers are required to have adequate experience in order to educate students. And to have experience, of course you must have an appropriate level of education in order to be able to teach/educate well, this is so that the educational goals achieved can be achieved satisfactorily. Lecturers often find that students come from various families, with very different educational, economic levels and situations and conditions. So the level of student discipline will also vary. Maybe there are children/students who come from rich people and have parents with higher education backgrounds. If the discipline attitude is good, it is normal, but if the child's discipline condition is not good, there needs to be a separate study. Found that democratic parenting styles, discipline prototypes, and discipline environments have a positive impact. Meanwhile, the effects of social media have a negative effect on self-discipline [8].

In reality, a lecturer who teaches often encounters students who lack discipline during the learning process. A lack of discipline in the teaching and learning process is an obstacle for lecturers to deliver lecture material within the framework of the learning process that has been determined. So the teaching and learning process carried out by lecturers will appear to be of less quality, which ultimately causes students to be less successful in their studies, which also means lecturers fail to carry out their duties. Thus, it appears that self-discipline is a very important thing that everyone must have if they want to achieve better results. This is in accordance with the findings that student's self-discipline and parental involvement are significantly correlated with student's ITBS scores and GPA [25].

Some of the factors that influence a student's learning outcomes and performance is a lack of self-discipline. Lack of self-discipline is a source of low self-esteem for a student to become poor; which may be the cause of setbacks in studies [24]. Good discipline is a prerequisite for smooth teaching activities in the classroom. The determining factors can be divided into two types: the first is discipline on the teacher's own initiative. Namely through guidance, punishment, reward and organization; Second, students are interested and listen to the teacher's explanation well [34]. This can be understood regarding the importance of discipline, but building or generating self-discipline is not an easy thing. Maybe it would be better if discipline came naturally. Lecturers often complain that their students are not disciplined and this certainly cannot be tolerated because if this condition is allowed to occur then discipline will not grow. In terms of time, students will be at home more than at school. The cultivation of self-discipline by a lecturer is also required to complete other learning materials. Therefore, the family also plays a very important role in instilling discipline.

Learning activities are basically preparation for life in society. Living life in society certainly requires various types of abilities. One type of ability needed is social skills. It is important for students to have social skills, so teaching social skills directly to students is very necessary [22].

Social skills originate from symbolic interactionism, and are defined as the ability to encourage cooperation in others. This idea is elaborated to show how important actors are in the construction and reproduction of local order [12]. In the development process, social skills have explicitly become one of the achievements of learning practice, although aspects of social skills development are more often carried out and developed outside the formal school curriculum [10] and is still a nurturing effect of learning activities.

Based on the facts above, it seems quite understandable the importance of discipline in efforts to achieve learning outcomes, including in the field of social abilities. This study reveals the problem of the influence of student discipline in learning on social abilities.

2. Research Method

This research was designed using quasi-experiment (*Quasi experiments*) [5]. This design was chosen because the determination of research subjects in the treatment group and control group could not be chosen randomly, because class conditions did not allow it to be changed.

The variables in this research consist of independent variables and dependent variables. The independent variable in this research is self-discipline based learning. The dependent variable is students' social abilities. Control variables in this research are used to ensure that the results of the treatment in the experiment are valid, as well as to control factors outside the treatment that influence the dependent variable. The variables controlled in this research are: (1) student ability, (2) lecturer ability, (3) lecture material coverage, (4) lecture equipment, (5) lecture media, (6) time allocation, (7) lecture time, and (8) social ability instruments.

This research was carried out on 120 students of the Primary School Teacher Education Study Program, Universitas PGRI Ronggolawe. The determination of students in each class (study group) is carried out randomly, so that the state of ability between classes is assumed to be balanced because from the start class formation was carried out randomly. The instrument used to measure the level of social ability before being used to collect data has been tested first to obtain a valid and reliable instrument. Data before treatment is intended to measure the balance of students' initial social ability levels before receiving treatment. Meanwhile, the data obtained after treatment is used as research analysis data.

Data analysis in this research includes descriptive analysis and inferential data analysis for hypothesis testing purposes. Descriptive analysis is carried out to provide a description or illustration of the data collected without any intention of generalizing. Inferential analysis is used in order to test the hypothesis proposed by the researcher. Because this research is to test the differences between two variables, it is used of *t-test* [17]. Before testing the hypothesis, the analysis requirements are first tested, namely testing the normality of data distribution for all groups, and testing the homogeneity of variance between groups. To test the normality of distribution, the Kolmogorov-Smirnov Test was used.

Meanwhile, the homogeneity of variance test is used *Leven's Test*. Statistical hypothesis testing is carried out at a significance level of 5% or $\alpha = 0,05$. All statistical analyzes use the program of *SPSS 20.0 for Windows*.

3. Research Result

The hypothesis in this research is that there is a difference in the level of social abilities of students who use learning based of self-discipline compared to conventional learning. The results of the t test obtained a calculated t value of 2.216 and a significance value of 0.031. Because the significance value is $0.031 < 0.05$, a decision was made to reject null hypothesis. This means that there are differences in the level of students' social abilities with learning based of self-discipline compared to conventional learning. The results of descriptive analysis show that the average of the group with learning based of self-discipline obtained a score of 48.20, while the average of the group taught conventionally obtained a score of 46.23. So, it turns out that the group of students with learning based of self-discipline had a higher level of social ability compared to the group of students who studied conventionally.

Based on the results of this research, it indicates that the formation of groups in learning based of self-discipline in general has a significant different effect on the level of students' social abilities.

4. Conclusion

Based on the results of the analysis, it can be concluded that there is a difference in the level of social abilities of students with learning based of self-discipline compared to students who are taught conventionally. Students with learning based of self-discipline have a higher level of social abilities than students who learn conventionally.

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