

Model of Internalization of Honest Character Education and Student's Discipline in Improving the Quality of Elementary Schools

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Abstract: The objectives of this research are to be able to describe the internalization of strengthening honest character education, describe the internalization of strengthening disciplined character education, and explain the supporting factors and inhibiting factors in the internalization of strengthening honest and disciplined character education in improving the quality of SD 115 Palembang. This research was conducted at SD 115 Palembang. This research uses descriptive research with a qualitative approach. Data collection was carried out using observation, interviews, and documentation. Based on the research results above, it can be concluded that Internal analysis of educational and disciplinary character is essential for effective teaching, ensuring students understand and comply with all teaching methods, including disciplinary approaches. This study aims to analyze the role of teacher personality and discipline in enhancing student performance in SD Negeri 115 Palembang. It focuses on three main aspects: transformation of teacher personality and discipline to students, interaction between teachers and students, and transformation of teacher personality and discipline in learning and school environment. The research uses a four-step process model: inquiry, question, repeat, and action. The inquiry involves teachers guiding students in their school environment, the question consists of understanding students to develop teacher personality and discipline, the repetition in the research suggests the effectiveness of teaching character through teacher personality and discipline, and the action is learning from school to school. The results of internalizing the honest and disciplined character values of students in learning and the school environment have a positive impact where students develop honest and disciplined characters starting from morals, character, and attitudes within the students so that students always obey Allah SWT and His Messenger.

Keywords: Character Education, Internalization, Student's Discipline

A. Introduction

Students who work to improve character education in this day and age are vital to the country, since children, teens, adults, and parents are currently experiencing a

moral crisis. In essence, students are the actors who propel national renewal toward a better country. Students must possess honorable morals. One of the metrics used to measure a person's character will be used to regulate kids. To enable society to inculcate moral qualities and behaviors in children from an early age, the nation's character must be developed and educated as early as possible (Sunandari et al., 2023). Character is a concept that needs to be comprehended and used in both the community and educational settings. Students' character becomes a representation of their souls as they decide what behaviors are right and wrong. Moral deterioration is a moral problem that educational institutions are currently grappling with. According to Rifki et al. (2023), every person is a person with a character and values that they uphold in their daily lives as members of society, citizens with a nationalistic, artistic, productive, and religious soul. The system of character values that character education refers to consists of competence, awareness, will, and behaviors that will be guided by these values, on almighty God, oneself, other people, the environment, and nationality (Sukatin et al., 2023)

Character values are one thing that pupils need to be taught and nurtured. Discipline and honesty are the qualities that are imparted and cultivated since they are necessary for humans to become decent people. The goal of discipline is to give kids the skills they need to survive in their environment (Khabibah et al., 2023). Honest and disciplined character characteristics are part of the value of expensive character. Hence, the rise of educational theories that react to the educational system's inability to produce morally upright individuals. Education can create intelligent individuals who are morally bankrupt, particularly those who come from very moral elementary school backgrounds. According to the belief that schools are formal educational establishments that can give character education extra focus Johansson et al. (2011), school is a world of education that is seen as an institution to prepare for a better life through academics and morals. Berkowitz & Fekula (1999) claims that the definition of character in a character education partnership is knowledge, compassion, and adherence to fundamental ethical principles like respect for oneself and others as well as honesty, responsibility, and fairness.

Honesty, openness, tolerance, wisdom, self-control, utility, compassion, courage, and democratic ideals are some of these character traits. These moral principles can be taught and used to establish a school culture. Getting everyone interested and pushing them to participate is a terrific method to create a school culture (Khabibah et al., 2023). Among the several character characteristics that must be instilled, developing self-discipline is one of the most crucial. The path of a student's potential growth will be decided by their formal education, with elementary school being the initial step. To ensure that kids have a firm foundation of disciplined behavior when they move on to a higher level, elementary schools must therefore work to cultivate students' disciplined character as much as possible. Since character education in elementary schools is so important, it is necessary to develop a variety of school regulations that will best promote the program's success.

Of the several character values that need to be instilled, self-discipline is one of the important character values to develop. Elementary school education is the first formal education level that will determine the direction of the development of a student's potential. Therefore, elementary schools need to develop students' disciplined character optimally so that it is hoped that at the next level, students will already have a strong provision of disciplined behavior. Given the importance of disciplined character education in elementary schools, various school policies need to be implemented that can support the success of disciplined character education optimally.

At that point, the effectiveness of character education will serve as the cornerstone for students' personality development in both higher education and in general community life. Students might develop a disciplined character as a result of their education (Addawiyah & Kasriman, 2023). For that, the role of schools is very important. Schools as educational institutions are also responsible for the formation of honest and disciplined characters in students. Therefore, both characters not only grow and develop in each human being but also educational institutions. Students' characters cannot grow and develop if schools do not have character. In other words, only in educational institutions with character will students grow and develop as human beings with character.

To raise the standard of instructional units, the principal plays a crucial role. The leaders of the school should be the first to try to raise the standard of instruction. One of the most crucial elements of education is the principle, which can influence the standard of instruction (Mulyasa, 2007). Thus, while embracing the changes of this period requires preparing for technological advancements, it also necessitates developing human resources, particularly the principal's leadership (Kristiawan et al., 2018). With various strategies that have been carried out by the school studied, it is still accredited "B" so that it can carry out much better strategies. According to Sutisna et al. (2023) to improve the quality of education, the principal has three roles to play: (1) managing the process; (2) leading the effort; and (3) identifying and resolving obstacles to improvement in the quality of education.

Previous research has been conducted by Wuryandani et al. (2014) entitled "Internalization of Disciplinary Character Values through the Creation of a Conducive Classroom Climate at Muhammadiyah Sapen Elementary School, Yogyakarta" which states that. This research was conducted at SD Muhammadiyah Sapen Yogyakarta, with teachers and students as subjects. Data were collected through observation, interviews, and documentation. The data validity checking technique used was the triangulation technique. The results of the study indicate that a conducive classroom climate is an important thing that must be considered in the process of internalizing the character values of discipline in schools, especially elementary schools. Some activities carried out by teachers at the planning stage are preparing classroom facilities and infrastructure, including a sink near the

classroom, shoe racks, trash cans, a place to collect student assignments, class rules, affective messages, a picket list, and so on. Furthermore, at the stage of implementing learning, teachers need to carry out the learning process according to what has been planned and maintain consistency in implementing school rules and class rules. At the final stage, namely the evaluation of the teaching and learning process, teachers need to reflect on students' disciplinary behavior that day. Creating a conducive classroom climate, cannot be separated from the exemplary behavior of the principal.

Elementary school is the choice for the author to research character education, where the school's vision and mission strive to create balanced education and teaching between science and civilization values, so that students in addition to mastering science also have a religious character, and in addition to having intellectual intelligence also have moral intelligence (Saifulloh et al., 2012). Based on the description above, the author feels the need to research "Model of Internalization of Honest Character Education and Student's Discipline in Improving the Quality of Elementary Schools"

B. Methods

The SD 115 Palembang, situated on Jl. Sukabangun II km. 6.5, was the site of this study. This study employs a qualitative, descriptive research design. Research that describes or can be claimed to explain the population's makeup in a methodical, factual, and accurate manner is known as descriptive research. The researcher employed qualitative data (Arikunto, 2013). The informants of this research were the principal, vice principal for curriculum, vice principal for student affairs, school teachers, and students. According to Sanjaya (2015), this study was carried out at The term "qualitative research" is interpretable and characterized. This study employs a qualitative, descriptive research design. Research that describes or can be claimed to explain the population's makeup in a methodical, factual, and accurate manner is known as descriptive research. The address of SD 115 PalembangPalembang is Jl. Sukabangun II, km 6.5. This study employs a qualitative, descriptive research design. Research that describes or can be claimed to explain the population's makeup in a methodical, factual, and accurate manner is known as descriptive research. The researcher employed qualitative data (Bungin, 2017).

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1. Observation

Sanjaya (2015) Observation is a data collection technique to observe directly, not just record and observe. In research, researchers take the role of observers involved in daily activities observed as the subject of research.

2. Interview

Yusuf (2016) A face-to-face interview is a dialog between the interviewer and the information source in which the interviewer asks direct questions about a purposefully constructed and researched object.

3. Documentation

According to Sugiyono (2016) documentation can be in the form of oral, pictures, or monumental works from someone. Documentation can also be done to obtain data on the condition of students at SD Negeri 115 Palembang. Documents in this study can be in the form of social attitude assessments, namely honesty and discipline in students at SD Negeri 115 Palembang.

C. Results and Discussion

1. The value of honest and disciplined character education for students in learning at SD 115 Palembang.

At this stage, the researcher focused on how the honest and disciplined character values of students in learning at SD 115 Palembang. Honesty indicators that can be analyzed in this study (Yaumi, 2014):

a. Saying good and right

When informing the on-duty teacher about absences regularly, provide accurate information. First, because female students tend to be more industrious, they report their daily on-duty duties to a teacher. Therefore, it can be demonstrated by questioning the concerned homeroom teacher and the on-duty teacher and modifying the data from the researcher's field observations.

b. Acting according to what is thought

In this case, acting according to what is thought, the internalization of honest character values has been going well and smoothly, only a few people have not yet internalized the internalization of honest character values.

c. Saying the truth even though others do not agree or in accordance between words and actions.

In this instance, women are more likely than males to speak the truth even when others disagree. This can be demonstrated by watching kids report on their assignments, stating that they completed them on their own while one friend did not. One of his friends then informed him that he had kindly reminded him to turn in his schoolwork. Even if individuals who failed to complete the assignment admitted as much, others did not concur with their honest admission that they had forgotten to complete it. In this case, saying the truth even though other people did not agree with it, the internalization of honest and disciplined character values went smoothly, only there were still a handful of people who had not been able to internalize the values of honest and disciplined character.

By words and actions

In this instance, pupils claimed to have offered the Dhuha prayer. It proved to be true when verified. This can be verified by approaching the concerned teacher directly. Students' guardians who witnessed their kids say the Dhuha prayer attest to its veracity. Just a small percentage of pupils said the Dhuha prayer and their words and deeds did not correspond with the incident. Consequently, the internalization of the value of disciplined and honest character education has not been successful in internalizing the internalization of disciplined and honest character.

Giving testimony fairly

So, in this case giving testimony fairly to the internalization of honest and disciplined character values has gone smoothly, it's just that there may still be a handful of students who have not been able to internalize the internalization of honest and disciplined character values.

Believing and justifying the teachings of Allah SWT and his messenger

In this instance, pupils from the 115 Palembang State Elementary School completed it as part of their regular coursework. The plan for the school is for all students and teachers to read Yasiin together. Activities related to the Prophet's birthday, kultum, young preachers, dhuha prayers collectively, tilawah, hadroh, and reading prayers before and after studying are all included in this activity. This activity proceeds without a hitch, and it is at this point that the field observations concerning the activity's execution are completed.

Obey the commands and avoid the prohibitions of Allah SWT

In this case, carrying out religious activities, each student is required to perform prayers before and after learning. This can be seen when observing the field and journal records of worship which are always monitored by the homeroom teacher and the teacher concerned. So, the results show that it has been running well and smoothly.

Keeping his promise

In this instance, students fulfill their commitment by turning in assignments on time; very few students have done so. To ensure that the internalization of honest character education proceeds smoothly, keeping his word also entails dressing neatly and completely. However, some people have not been able to internalize the

discipline values that their class teacher has instilled in them by the rules of the class with their consent.

Paying attention to the teacher when explaining learning such as taking notes and reading books.

In this instance, attending to these children demonstrates something beneficial during the learning process, allowing the manifestation of discipline to flow smoothly and successfully after internalization. In the classroom, students are expected to treat their teachers and peers with courtesy and politeness. As a result, internalizing a rigorous and honest character education goes smoothly. Only a small percentage of students, meanwhile, fail to internalize the internalization that has been taught.

Students are not allowed to wear jewelry at school

Students at school are not allowed to wear jewelry at school. Not only at school but also outside of school it is better not to wear jewelry because it is not yet time to wear these things. Later, it can invite a negative desire that can cause things that are not desired by students, parents, and the school.

2. Internalization stage for students in internalizing the values of honest and disciplined character education to be able to strive to improve the quality of education at 115 Palembang State elementary schools.

After reviewing that internalization has an approach to the instillation of values, there are various types of instillation used during the learning process (Shoimin, 2014). There are several stages in an internalization process, Kama & Nurdin Syarief (2016) argue that there are three stages in the internalization process that are carried out:

a. Value transformation, is the stage of the process of notifying students which values are right or wrong.

A solid personality that is even unshakable in carrying out tasks and is professional and responsible, trustworthy, honest, and disciplined. Can make a person better at instilling a person's identity. As observations that have been made during this study. It has been stated by the principal, vice principal of curriculum, vice principal of student affairs, treasurer, class teachers, and students. In this internalization, instilling, strengthening, and fostering a sense of character education both towards students, teachers and the surrounding school environment can foster character education that should be maintained and developed within oneself to be able to make oneself an honest and disciplined person.

Based on the statement of the principal, vice principal of curriculum, and vice principal of student affairs many children's characters are a deep problem that must be done by a teacher to form and instill the character of students to be able to make the world of character education much better. Because, Now has a minimum of student character that can be considered and can be formed through the hands of a teacher who is required to be able to form the character of the student to improve the quality of education in schools, society, and even in the school environment itself. So, it is concluded that these students have been successfully instilled by the school by internalizing from this transformation stage so that they can be said to be able to live according to the existing internalization stages. According to (Lickona, 2022) character is related to moral concepts (moral knowing), moral attitudes (moral feeling), and moral behavior (moral behavior).

b. Value transactions, this stage is carried out as two-way communication or reciprocal relationships between teachers and students where the interaction takes place.

When interacting, of course, there is a reciprocal relationship between teachers and students. If the teacher explains the behavior of students, the more advanced the world of education is, the less the character of students. After I conducted research following the ceremony taking place there was one of the teachers who explained the things that must be obeyed by students to be able to carry out the regulations at school to be able to become students who uphold discipline. However, when observed I found students when in the line experiencing violations at school. Such as, not wearing a tie, still using white shoelaces, and still talking a lot when the instructor was explaining on the podium at the school. So the explanation to students experienced little response. However, some have given a fairly good response in terms of the teacher's delivery that has been conveyed by the students themselves.

From this problem, children who violate are given a warning to be able to use black shoelaces. So, they can obey the rules. Then, from this problem, it turns out that after being given a warning they provide a reciprocal relationship with the teacher who reprimanded and the teacher who had spoken on the podium earlier. So, these children can instill a high world of discipline towards the school and themselves. That change is what produces a result from the internalization model conducted by this study so that it can play a good role for students, teachers, and schools. It can be seen in the image below.

So, after we observe this internalization model, it is enough to be instilled in students. It can have a positive influence on them. So, they will become individuals who are much better from this instillation. Teachers can also provide direction through good things for these students, this direct interaction can influence character

education in students so that it creates good and positive reciprocity for schools and teachers in local agencies.

c. Transinternalization, trying to train attitudes and traits in students.

At this internalization stage, it is carried out when they are in the learning process. This is the data of students who participated in the research at that time. To provide a mental deepening of students through student attitudes and personalities. Here, students in the homeroom teacher class, namely Mrs. Syanuatri, S.Pd. Explained related to the different lesson plan. So what she got when the driving teacher was able to practice directly with the teacher concerned. So, have a good sense of discipline and honesty towards students. Where here the teacher provides material to students about civic education with material on obligations and rights that must be carried out by students both in the school environment and in the community.

Then, students are given directions on obligations and rights by a teacher regarding matters related to rights and obligations in the world of school education and society. Students are given direction on rights and obligations starting from them as students, in the school environment, and the community environment. So, they understand which ones they must uphold to be in the community environment and the school environment. What are the rights and which are obligations to be able to provide discipline and honesty that they must do to be able to provide a good response that they instill from an early age? One of their rights in the world of education is to gain good knowledge and be ready to be able to form a good character too. Students must be able to obey school regulations by the school regulations that apply at the school and be able to carry out tasks in class honestly and not cheat. That is one of the things that I caught when the students had a good discussion and they also responded and had good opinions about their peers so that the discussion could be seen actively regarding learning in improving the quality of character education of the students. After the instillation of the learning concept, there was also a direct transformation of values, value transactions, and even transinternalization that could be done through the internalization of honest and disciplined character education to improve the quality of the school. So, the instillation will grow with the character that has been conveyed. So, the effectiveness of being able to internalize the character of students is by being in the classroom. So, the instillation will grow and develop in a good way through the role of teachers who can recognize diverse characters but can be overcome by one teacher.

This is in line with previous research, namely as stated by Munif (2017) entitled "Internalization Strategy of Pai Values in Forming Students' Character". This paper describes the strategy of internalizing Islamic religious values in forming students' character in schools, starting from the conception of internalization of values, stages in the internalization process, namely: Value Transformation stage, Value Transaction stage, and Transinternalization stage. Thus, this study has the same

similarities as previous studies using internalization through 3 stages, namely value transformation, value transaction, and internalized values.

One of the Internalization Models that Researchers Take is the Iqra Model

The researcher took the model one that must be instilled not only from the internalization process through transformation, transactions, and transinternalization but can also strengthen the instillation through the Iqra model which has the following meanings:

(1) I: inquiry; investigation; Q: Question; asking; R: Repeat; repetition;
A: Action; the peak of learning is charity.

The initial steps that must be taken by teachers in instilling character education in students are:

I: Inquiry; investigation that must be carried out by a teacher when students are in the school environment.

Q: Question; Asking about students so that they can develop character education through teachers who have internalized honest and disciplined characters.

R: Repeat; repetition in the description states that success in instilling or internalizing character education in students through honesty and discipline. Thus, the implementation carried out can be categorized as successful in educating children through character education with a bridge when carrying out the learning process in the classroom. Character education must be instilled in students without exception because it is a reference and provision for the future of students.

According to Pertiwi & Dewi (2023), in their investigation religious values, nationalist values, independent values, values of mutual collaboration, and values of integrity are among the key values in character education. The three primary components of Pancasila education are civic ideals and attitudes, civic knowledge, and civic skills. While character education may not directly alter students' personalities, it can nonetheless provide them the guidance they need for a good future by helping them develop an honest and well-behaved personality, which is far preferable. For a good generation to develop good things, these students are essential. Character education will help him develop positive attitudes and behaviors that will serve him well for the rest of his life.

Reiterating the explanation after internalization is applied to students can be interpreted as an improvement in the student's behavior, beginning with their disciplined behavior, which includes arriving on time, dressing appropriately for the weather, wearing black shoes, keeping their hair and nails neat, completing their assignments in class, and abiding by the rules that have been established with their peers. In addition, giving pupils clear guidance on their rights and responsibilities about the research conducted through PPKN education. Additionally, this is backed by Agni Zein Fauziah (2023) Pendidikan kewarganegaraan pembelajaran is very

important for character education. Civic education is very important for character education. Civic education can be used to develop the character of the young generation of Indonesia, especially the young generation starting from an early age. Whereas the requirement is something that needs to be done on a personal or group level, the hold is something that we receive as a result of the work that we undertake. Therefore, in this context, teachers must always provide their students with well-rounded guidance so that they can produce good results that meet the needs of the general public. This means that improving student performance in the classroom does not only result from teachers' guidance; teachers can also raise their students' standards in the classroom.

A: Action: Charity is the pinnacle of learning. From the start of the school year until the conclusion of the learning process, through study. Observed the following protocols for the study. The goal of the research is to inspire students to be more self-disciplined and honest with themselves, as well as to keep each other in mind while they are with other students.

Students are in the classroom providing direction, guidance, motivation, and assertiveness in learning in the classroom and school. These students are trained to be able to instill honest and disciplined character education by their class teacher. Students must clean the class before class starts, line up, and read a prayer first to start learning. When the learning process takes place, the teacher provides factual and conceptual information directly according to the material that has been given, examples in everyday life. Humanism learning concerns humanizing humans among each other, it is easy for teachers to be able to instill identity and character education in students.

The purpose of honest and disciplined attitudes is to become one of the people who can tolerate each other according to their policies and abilities. So that it can improve one's personality which is much better. So far, teachers have always given me a lot of direction where words or sentences that can motivate me to be better so that they can provide direction for my future life towards my parents who I should be proud of. To achieve this success, I must be trained in good habits so that it has good and good reciprocity for my personality. So, therefore, students and my friends at school always apply discipline and honesty not only when studying at school but also can be applied at home to parents and in the community environment where they must provide discipline must respect older parents in the community environment. According to Lajim (2021) Discipline is an action that shows orderly behavior and complies with various rules and regulations.

D. Conclusion

1. Internal analysis of educational and disciplinary character is essential for effective teaching, ensuring students understand and comply with all teaching methods, including disciplinary approaches.
2. This study aims to analyze the role of teacher personality and discipline in enhancing student performance in SD Negeri 115 Palembang. It focuses on three main aspects: transformation of teacher personality and discipline to students, interaction between teachers and students, and transformation of teacher personality and discipline in learning and school environment. The research uses a four-step process model: inquiry, question, repeat, and action. The inquiry involves teachers guiding students in their school environment, the question involves understanding students to develop teacher personality and discipline, the repetition in the research suggests the effectiveness of teaching character through teacher personality and discipline, and the action is learning from school to school.
3. The results of internalizing the honest and disciplined character values of students in learning and the school environment have a positive impact where students develop honest and disciplined characters starting from morals, character, and attitudes within the students so that students always obey Allah SWT and His Messenger.

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