

The Development of Disciplinary Control Book for Elementary School Students

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Abstract. This study was aimed to create a disciplinary control book for elementary school students to control student discipline. This research is a developmental research based on the developmental model of Borg and Gall. Product feasibility was obtained through validation activities from material and media experts. The validation results of media experts showed an average score of 3.75, and material experts showed an average score of 3.15. This score was classified in good category, so that the disciplinary control book products were worth testing for elementary school students. Product feasibility trials were carried out through initial trial and limited field trials. While the assessment of product effectiveness was carried out through extensive field test activities. The results of the initial field trial, small group trial, and field test showed that students' discipline increased after being controlled by using disciplinary control books with a good average score category. Thus, it can be concluded that the disciplinary control book of elementary school students is feasible and effective in controlling elementary school students' discipline.

Keywords: Control book, developmental research, disciplines, elementary school students.

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INTRODUCTION ~ Education is closely related to teaching. Nowadays, teaching aimed to develop the three elements of competence, i.e. knowledge, skills, and attitudes (Suharsimi, 1990). The development of aspects of student attitudes can be accomplished through activities that habituate good behavior to students. Good behavior can be executed through the activity that embedding character values to students. One character that needs to be developed earlier is discipline.

The discipline has become one of the common things and causes of problems for teachers in elementary schools. An

impossibility in behavior, dissatisfaction, and conflict can occur in a classroom learning environment (Hardman & Smith, 2003). The above facts become the background of why disciplinary enforcement is needed by every student so that the learning environment is truly conducive and effective. Tulley and Chiu (1995) suggest that discipline is important. This is in accordance with the teacher's purpose in education whose function is to help individual students develop their needs and expertise in managing an effective learning environment. All the while, the purpose of habituating disciplinary attitudes is to develop a sense of responsibility and skills in

student self-control, which is supported by mental, emotional, and social attitude's development (Sadik, 2018).

The importance of embedding discipline in students from an early age aims to help students to find identity, to cope with and prevent problems related to disciplining, to create an atmosphere that is safe, comfortable, and enjoyable for learning activities, so that they obey all the rules set (Mulyasa, 2011). The role of the teacher is very important in the attempt to discipline students through the enforcement of schools' regulations. The teacher is expected to be able to help students to develop patterns of behavior patterns, and implement the rules as a tool to enforce the discipline.

The issues of discipline are indeed unique. It can be so personal, complex and sometimes have a deep background. In order to instill the discipline for elementary school students, it is necessary to have rules of conduct that bind and habituate them to live with discipline, both at school and home. Habituation is carried out continuously in accordance with students' needs so that a good character of the discipline will be shaped. The co-operation between various parties, especially teachers and parents are needed in upholding and habituating disciplinary behavior.

Students' discipline in schools can be built through compliance with school rules. School discipline is important in realizing a

conducive culture and school climate. This is in line with the results of Moedjiarto's research (Arikunto, 1990) which states that code of conduct characteristics and school discipline policies have a significant relationship with a student academic achievement. Children who have high learning discipline and are able to comply with the existing rules that drive them to a better gain of academic achievement. This is what the school expects of being a formal educational institution in educating its students.

The process of forming discipline for the children requires a learning process from both parents and teachers. This can be accomplished by training and getting the children used to behave according to the existing moral values, and controlling the development of their disciplinary habits. Elementary school-age children need help and control from adult in upholding their disciplined attitude as elementary students do not have good self-awareness and control in their daily behavior.

Elementary school is a formal education institution that forms the basis for the second character values formation after Kindergarten. An elementary school teacher needs a close collaboration with Guidance and Counseling teachers to increase student learning motivation, students' academic abilities, and minimize the differences between students in groups (Sink, 2008). In general, Guidance and Counseling teachers in elementary schools are fulfilled simultaneously by a homeroom

teacher. At the elementary school, a teacher is obliged not only to teach, but also to guide students. Students should be directed to be virtuous human beings. In addition, the teacher also has the right to provide several acts for each violation committed by students for their undisciplined behavior to the rules of conduct that implemented in the school.

In reality, at school, students often experience various problems related to disciplining. Currently, the method taken by the school in overcoming the disciplinary problems is by giving sanctions and punishments such as reporting to the teacher's office, giving physical punishment, scoring, or removing students from school (Osher, Bear, Sprague, & Doyle, 2010). One way that is commonly made in Indonesia is by implementing school regulation for students by the pocket book of student discipline. This pocket book of discipline is now just only implemented in junior and senior high schools. Meanwhile, at the elementary level, there is no such thing so that the researcher intends to develop similar discipline pocket books for elementary school students.

Cases that often arise related to elementary students' discipline are the low awareness of learning discipline and school rule of conduct. In general, elementary school students still do not realize the importance of self discipline. This can be found in schools that have not explicitly implemented school discipline for their students. Existing conditions illustrate the

lack of student discipline in everyday school life i.e. being late to school, not doing the homework or assignments with various reasons, and so forth. Whereas in the matter of discipline in using the uniform, students often ignore school dress code, such as wearing striking colors of shoes, not wearing hats, ties, and belts during flag ceremonies etc.

Based on the above conditions, it seems that a device to control student discipline while at school is absolutely needed. Therefore, a pocket book device to discipline students of elementary school was developed. This pocket book contains student data, various school rules that must be obeyed by students, student discipline monitoring cards that must be filled by students every day and monitored by the teacher, then signed by parents as a form of parents control. This book function as a device to control students' discipline in school as well as a media link between students and teachers, teachers with parents, and parents with students.

This study has implications for several parties, including students, teachers, and schools. The use of this control book is expected to be able to improve a close relationship between students and teachers because the teacher always monitors and records each student's behavior in the school and then to be delivered to students' parents. Through this student's disciplinary book, parents at home become aware of the development of their child's discipline behavior in school. Parents

can immediately take appropriate action for each child's behavior that is deemed deviating from the rules. Then there is communication between children and parents in following up on the appeals, warnings and announcements from the teacher as a homeroom teacher. Parents here also act as educators as well as controlling the activities of students at home, so that at home students are also used to living with discipline. All student activities related to the character of the discipline can be monitored well by teachers and parents.

Discipline is a rule of education. The word "discipline" refers to a kind of involvement in the rules in achieving the right standards or following the right rules in behaving or conducting activities. Discipline is something that is concerned with one's self-control of all forms of rules, whether it is self-determined or those from outside (Arikunto, 1990).

Wantah (2005) suggests that the term discipline comes from Latin word *disciplina* which is related to the term *discere* (learning) and *discipulus* (students). *Disciplina* means what is conveyed by the teacher to his students. Discipline can be interpreted as structuring behavior, and life through the teachings adopted. Behavior structuring is someone's adherence to the rules that are generally made in the form of daily rules or regulations. Someone is said to be disciplined if he/she is loyal and obedient to the rules that applied.

The purpose of discipline is to develop students' responsibility and self-control skills to support their mental, emotional and social development. Based on this perspective, the teacher's role is very important in developing respect, reciprocity, and trust to build students' self-esteem and consistent behavior on the rules and provide guidance in the classroom (Sadik, 2018).

Based on a research in the United Kingdom in 2001, more than half (55%) recommended to discipline students by increasing the role of parents in educating children, while 49% proposing by improving student discipline in school (Brewer, 2009). Furthermore, Nizar (2009) suggests that training children to obey the rules is the same as training them to be disciplined.

Divinyi (2003) suggests that the overall goal of discipline is to teach children how to manage their own behavior and help them to develop self-control. Discipline teaches children to do good and right things. Disciplining children is to teach children how to handle a situation in a different way if it someday happens again.

The purpose of discipline is to help children build their own self-control (Wantah, 2005). Brewer (2009) argues that the purpose of applying discipline includes:

1. Discipline must open the way for children to instill self-discipline.
2. In discipline, children must have space to develop self-esteem, self-confidence, and independence.

3. Discipline must encourage flexibility and initiative of adults (parents or teachers) to prepare children to be able to survive in today rapidly changing world.
4. Parents should be happy with discipline and should feel easy to apply it to their children.

Hurlock (1993) argues that the basic elements of discipline include rules as behavioral guidelines, consistency in these regulations and the methods used to teach and enforce them, penalties for violating regulations, and rewards for good behavior in accordance with the applied regulations. Based on the basic elements of the discipline above, a discipline control book for elementary students was developed to control the discipline of elementary school students.

This discipline control book contains a monitoring card of the activities and student behavior related to daily life discipline. This book contains student data and monitoring cards. The monitoring card consists of four parts. First, student everyday activities checklist at school that includes the activities related to school discipline that students must fill in every day. Second, a column of information that must be filled in for the explanation or reason for the checklist of acts of discipline or undisciplined that have been carried out in accordance with existing school rules. Third, the teacher's notes column that has to be filled in by the teacher for students' disciplined and undisciplined attitudes (can

be in the form of motivational words or reprimands for students). Fourth, the parent notes column that has to be filled out by parents as a form of monitoring student activities at home.

METHODS

This research is a developmental research type that refers to Borg and Gall model which consists of 10 steps. However, in this research it is only done until the ninth step due to the limitations of the study. The research was conducted for nine months in one of the elementary schools in Yogyakarta, Indonesia. The research subjects were the fifth grade of elementary school students of about 65 students.

The data analysis technique used is descriptive quantitative and qualitative descriptive analysis techniques. The results of data analysis are used as the basis for making revisions to the result achieved. Quantitative data was obtained based on questionnaires on the results of evaluations from media expert validators, material expert validators, and teacher assessments. After the data is collected, quantitative data are analyzed by calculating the average score of each item in questionnaire instrument. This is in accordance with the formula proposed by Suharsimi (2006) i.e.:

$$x = \frac{\sum x}{n}$$

Descriptions:

x = Average score for each aspect

n = Total scores

$\sum n$ = Total scores

After getting the data in scores, the next step is to convert the scores from quantitative data into qualitative data by using the formula proposed by Widoyoko (2009) as seen in Table 1.

$$= \frac{\text{Interval Distance (i)}}{\text{interval class number}} = \frac{\text{highest score} - \text{lowest score}}{\text{interval class number}}$$

Table 1. Conversion of Quantitative Data Questionnaire Assessment Scores to Qualitative Data.

Score	Category	Interval
A	Very Good	$3,25 \leq X \leq 4,00$
B	Good	$2,50 \leq X \leq 3,25$
C	Fair	$1,75 \leq X \leq 2,50$
D	Poor	$1,00 \leq X \leq 1,75$

Source: Widoyoko (2009)

The criteria used to measure the level of success in using the discipline control books of elementary school students is the average number of fulfilling disciplinary behaviors carried out by students. The total item statement in the student monitoring card discipline indicator consists of 16 statements that have been validated by media experts and material experts. Referring to the statement stated above, where each item is given a scale score of 0-1, the lowest minimum score per week obtained by students is $16 = (16 \times 1)$ and the highest score is $96 = (16 \times 6) = 96 - 16 = 80$. The interval is $80/4 = 20$.

Based on the calculation of the score range in Table 1, a classification of student disciplinary scores were made into four categories as shown in Table 2.

Table 2. Scoring Category of Student Discipline.

Scores	Category
76-96	Very Discipline
56-75	Discipline
34-55	Less of Discipline
16-35	Undisciplined

Data collection was carried out through the interviews, observations, questionnaire's experts' validation, and teacher assessment questionnaires. Instrument validity is tested by content validity. Content validation is done through an expert review process, and the calculation of validity by its average score. Data analysis techniques employed quantitative descriptive analysis and qualitative descriptive. Quantitative data resulted from the questionnaire validation of experts and teacher ratings. Qualitative data was obtained from the discussions, comments, and suggestions from media and material expert and teachers on the questionnaires.

RESULTS AND DISCUSSION

Results

The results of the study were in form of product validity and effectiveness in controlling the discipline of elementary school students. Product validity is obtained through product validation activities by the media and material experts. While the effectiveness of the product is obtained from the experimental results of the products result. Material expert validation test was carried out to know the contents validity of the discipline book material

before it is tested on elementary students. The questionnaire calculation is done by finding the average score every time the material expert validates. The results of

material expert validation were carried out three times with the score obtained as shown in Figure 1 below.

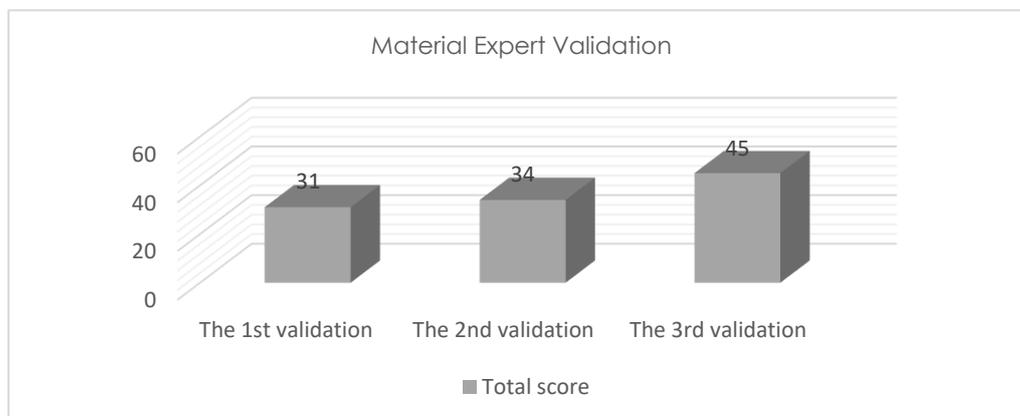


Figure 1. Material Expert Validation Test Results.

Based on Figure 1 above it can be seen that the average score of material validation experts from stage one to stage three has increased. The first validation number was 31 and the average score was 2.58 and classified in good category. The second validation scored in 34 with an average of 2.83 and classified in good category. The third validation scored in 45 and the average score was 3.75 and classified very good category.

Media validation testing is carried out by teaching and learning media experts. This validation test involved two media experts, i.e. instructional media experts from

Teaching and Learning Technology study program and from Education of the Elementary School Teacher study program. The validity test of media experts was carried out in order to determine the validity of the appearance and content of the discipline control book according to the characteristics of elementary school students before it is being tested. The questionnaire calculation is done by counting the average score every time the product validation by the media expert is done. The results of media expert validation were carried out three times shown in the score obtained presented in Figure 2 below.

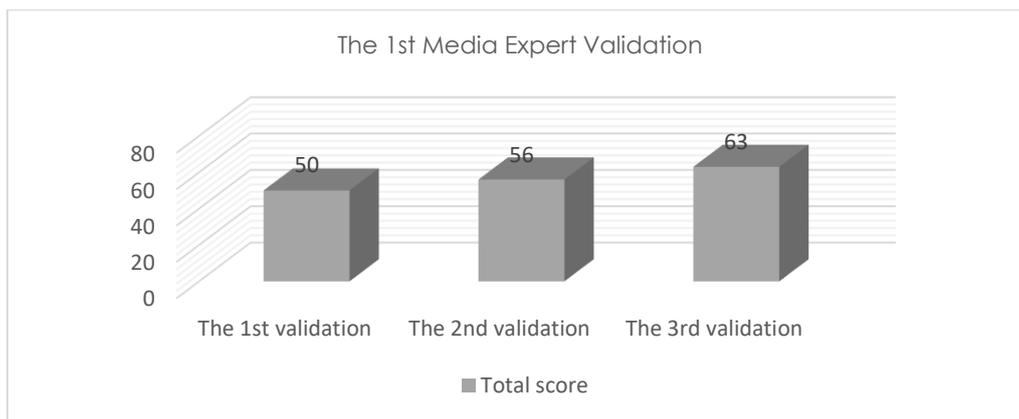


Figure 2. The 1st Media Expert Validation Test Results.

Based on the Diagram 2 above, it can be seen that the average score of the first media expert validation from stage one to stage three has increased. The first validation number was 50, and the average score was 2.5 and classified in good category. The second validation scored in 56, and the average score was 2.8 and classified in good category. The third validation scored in 63 and an average score of 3.15 and classified in good category.

The validity test of the second media expert was carried out to know the validity of the control book media before it is being tested on elementary students. The questionnaire calculation is done by counting average score every time the second media expert validation is done. The results of media II expert validation were carried out three times shown in the score obtained in Figure 3 below.

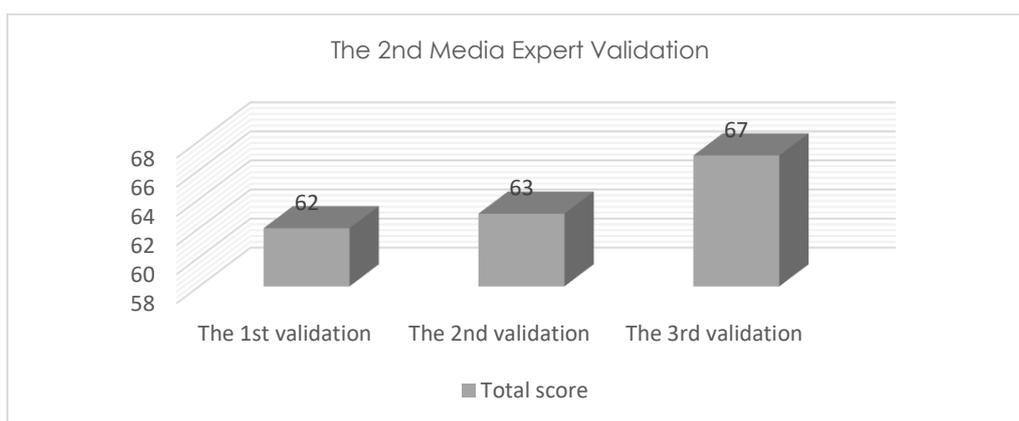


Figure 3. The 2nd Media Expert Validation Test Results.

Based on Figure 3 above, it can be seen that the average score of media expert II validation from stage one to stage three has increased. The first validation score was 62, and the average score was 3.1 and

classified in good category. The second validation number was 63, and the average score was 3, 15 and classified in good category. The third validation score

was 67, and the average score 3.35 and classified into a very good category.

The teacher's assessment was conducted to know the readability of a discipline control book before it is being tested on students. The subject of the assessment of the book is two teachers of homeroom

Grade five A and Grade five B. The questionnaire calculation is done by finding the average score based on the value obtained. The teacher's assessment results (as shown in Figure 4) were conducted once before the product was tested on students.

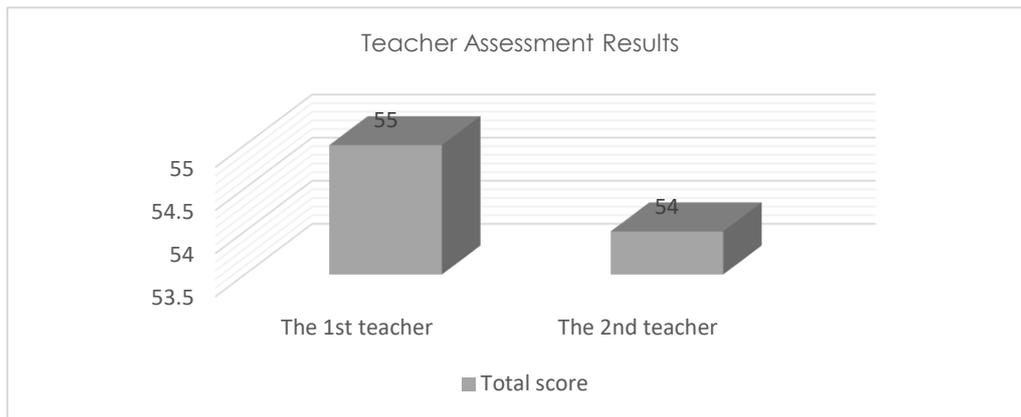


Figure 4. Teacher Assessment Results.

Based on Figure 4 above, it can be seen that the assessment of the first teacher from homeroom teacher of Grade five A gets a score of 55, and an average score of 3.67 classified into a very good category. The results of the second teacher assessment by homeroom teacher of Grade five B scored in 54, and resulted in average score of 3.6, and classified in very good category. Based on the results of these assessments, control book discipline of elementary school students is feasible to be tested to students.

Control book research products trials were carried out three times. The first initial trial involved 10 trial subjects. Based on this initial trial, students average score of was 68.07, and classified in mediocre category. The second trial was a small-group trial involving 24 subjects. Based on the trial of this small-group, the average score of the students was 73.65 classified in mediocre discipline category. The third trial involving 31 subjects. Based on this trial, the average score was 77.13, which is classified into a high discipline student category. The results can be seen in Figure 5.

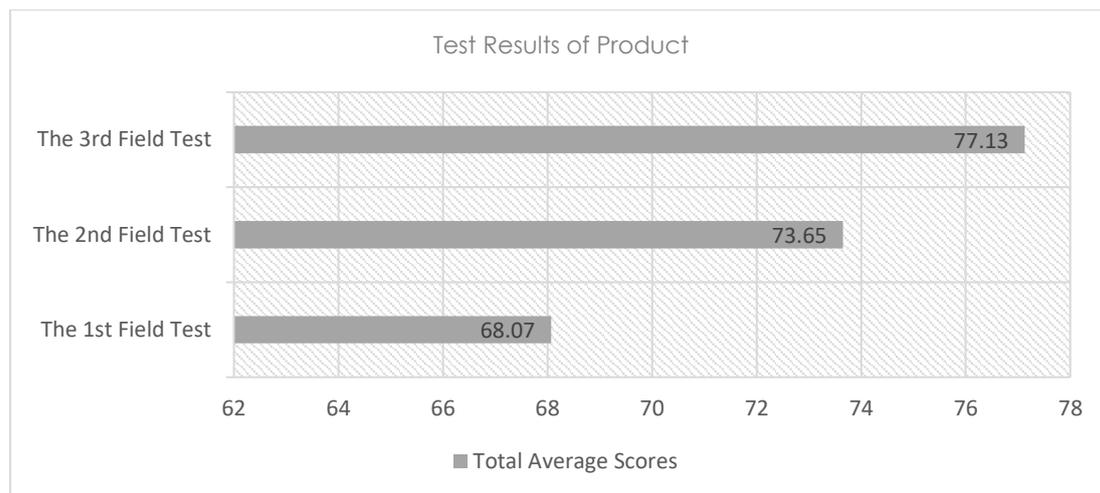


Figure 5. Test Results for Product of Disciplinary Book Control.

Figure 5 above shows that student discipline increases every week. Based on the results of the trials, it can be concluded that the discipline control books of elementary school students are feasible to be used as a media for controlling the discipline of elementary school students.

Discussion

The attempt to instill disciplinary values in elementary school students can be conducted in two ways, i.e. internal control and external control. Internal control is self-control that is used by the children in directing their behavior so that they can account for each action because it is controlled by internalized moral values. While external controls are training, getting used to behaving in accordance with values of moral references based (Shochib, 1998). Embedding the value of student discipline in schools is generally done through internal and external control. Internal control is carried out by the teacher during class learning. External control is generally carried out by school through the

enactment of school rules. Baumgardner (1995) believes that teaching good discipline will generate good learning essence. Discipline in this case is meant as an organization that is very necessary and effective to control and manage proper and long-lasting learning situations.

Discipline is a common problem faced by elementary school teachers. Students generally make noise and not concentrate during the lesson. There are also students who broke the rules that have been set by the school, especially the rules related to time discipline (Hardman & Smith, 2003). In fact, the embedding of discipline value through the enactment of school rules has not run optimally because of several constraints. Students still often break the school rules. This is because there is no external media that functions to control students' discipline while at school. In addition, there is also a limitation of the teacher to always remind students to behave in a disciplined manner.

Class discipline can be constructed by good class management. This is an easy way to increase greater trust in social control strategies characterize by direct interaction between teachers and students. The goal of measuring student discipline is to enhance academic reward for students and their environment that has made a community mutual care in the classroom (Semali & Vumilia, 2016). To achieve this purpose, a concrete external media that functions to control students' discipline independently is required. Disciplinary control book is suitable and appropriate external media used as a media to control the discipline of elementary students. Since the results of research showed that students' discipline score increases every week after the use of disciplinary control books.

The development of research product is carried out through several stages. The first step is to conduct a preliminary study to find out the needs and conditions in the field related to the discipline of the fifth-grade elementary school students. The second stage is planning. At this stage, the initial step is to make a research product development design plan in form of a prototype book to control the discipline of elementary school students. Planning design includes the aspects of product development in form of control book cover, purpose and benefits, users, reasons, location, and process flow.

The third stage was to develop the products that have been planned. After

the media prototype had been completed, the feasibility of the media was tested through media and material experts' validation. The material validation test was carried out by an elementary school Civics Education expert from one of the universities in Indonesia. While the media validation test was carried out by two experts of elementary school teaching learning media and educational technology from one of the universities in Indonesia.

The contribution of this study is expected to be one of the alternatives media to discipline students in carrying out school discipline as well as an intermediary device among students, teachers, and parents. The implications of the results study for education sector, especially for students in school, have made students to be more disciplined in adhering to school's rule of conduct and the process of teaching and learning in the class room becomes more conducive.

CONCLUSION

To produce a control book of student discipline that is suitable to be used in elementary schools, it is necessary to give attention to various things such as conformity with the objectives, needs, condition, and the teacher skills in using media. In conclusion, the results of this study indicate that disciplinary control book products of elementary school students are feasible to be used as a media for controlling student discipline. Student disciplinary control book product contains

cover, school vision, author preface, table of contents, student personal data, student pledges, instructions to use, students' rules of conduct, monitoring cards, student reflection, notes of parents and teachers.

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