

## THE CONTRIBUTION OF STATE DEFENSE AND DISCIPLINE PROGRAMS TO STUDENT DISCIPLINE CHARACTER IN POLITEKNIK NEGERI BANDUNG

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**Abstract:** Character education which are carried out in Higher Education is an effort to instill a variety of soft skills that enrich the mastery of students' hard skills. In Polban, various character education programs are developed, two of them are the State Defense Program and Student Discipline Training Program, which are annually carried out in the collaboration with PUSDIKHUB - Indonesian National Army Cimahi. This article describes how the contribution of the State Defense Program and Student Discipline Training Program to the student discipline characters in Polban. The method used is quantitative method, by distributing questionnaires to students before and after participating in the programs. Furthermore, the data from the questionnaire were processed using t-test. The result shows that there is a significant difference between the student discipline attitude in pre-test and the student discipline attitude in post-test. This means that the State Defense Program and Student Discipline Training Program have positive a effect on the student discipline character in Polban.

**Keywords:** character education, state defense program, Contribution.

**Abstrak:** Pendidikan karakter yang dilakukan di Perguruan Tinggi merupakan upaya menanamkan berbagai soft skill yang memperkaya penguasaan hard skill siswa. Di Polban, berbagai program pendidikan karakter dikembangkan, dua di antaranya adalah Program Pertahanan Negara dan Program Pelatihan Disiplin Mahasiswa, yang setiap tahun dilakukan dalam kolaborasi dengan PUSDIKHUB - Tentara Nasional Indonesia Cimahi. Artikel ini menjelaskan bagaimana kontribusi Program Pertahanan Negara dan Program Pelatihan Disiplin Mahasiswa pada karakter disiplin siswa di Polban. Metode yang digunakan adalah metode kuantitatif, dengan menyebarkan kuesioner kepada siswa sebelum dan sesudah berpartisipasi dalam program. Selanjutnya, data dari kuesioner diproses menggunakan uji-t. Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan antara sikap disiplin siswa pada pre-test dan sikap disiplin siswa pada post-test. Ini berarti bahwa Program Pertahanan Negara dan Program Pelatihan Disiplin Mahasiswa berpengaruh positif pada karakter disiplin siswa di Polban.

**Kata kunci:** pendidikan karakter, program pertahanan negara, Kontribusi

### INTRODUCTION

As a vocational education institution, Politeknik Negeri Bandung (Polban) continues to develop various types of soft skills training to the students. Soft skills training for students at the first level is instilling the students' discipline through the State Defense Program and Student Discipline Training Program. The study on discipline is important to be developed in Polban, in line with the results of research conducted by Eka, et al (2014:

233) which stated that discipline can help students in the process of forming attitudes, character, and behavior and also lead them to success in learning and working.

Tu'u (2004) explained that discipline is important to organize a life together, it will provide awareness to a person if he needs to respect by obeying and complying with applicable regulations. Building a personality; one's personality is strongly influenced by environmental factors. Discipline that is applied in every environment will have

an impact on character growth and personality. Therefore, someone who is disciplined will get used to obeying and following the applicable rules. These habits will naturally instill awareness to build a good personality.

Improving the disciplined character can be applied through two aspects, namely internal aspect of self-awareness and external aspects in the form of encouragement, coercion, and pressure. Based on this view, Polban implements the State Defense Program and Student Discipline Training Program. The expected outcome of these activities is the establishment of students' disciplined character. This discipline development is important because it can help the students get succeed while studying in Polban and after graduating from Polban.

This article tries to present data on the contribution of the State Defense Program and Student Discipline Training Program to instill of the students' discipline. This study is very important, considering that previously there were no data on how to measure the success of this State Defense Program and Student Discipline Training Program which were presented quantitatively. The data from this research will be valuable input to evaluate the implementation of the State Defense Program and Discipline Training Program in Polban, as well as being valuable input to develop the effective and efficient programs in fostering the students' disciplined character. The formulation of the problem is how much the contribution of State Defense Program and Student Discipline Training Program to the Student disciplined character of in Polban.

## **THEORETICAL BACKGROUND**

### **1. Character Education**

Law Number 20 Year 2003 concerning National Education System has mandated character education as part of the national education goals. This is

as stated in Article 1 that the purpose of national education is to develop the potential of students to have intelligence, personality and noble character. Furthermore, Article 3 states that national education functions to develop capabilities and shape the dignified character and civilization of the nation in the context of educating the life of the nation, aiming at developing the potential of learners to become human beings who believe in and fear God Almighty, have noble, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible.

Meanwhile, Education according to Noeng Muhadjir (2003: 10) comes from the word "pedagogia" (Greek) which means association with children. While the term *pedagogos* is often used is a servant (single) in Ancient Greek times whose job was to take and pick up children to and from school. *Paedagogos* comes from *paedos* (children) and *agoge* (I guide, lead). The words *Pedagogos* which at first meant service then turned into noble work. Because the meaning of *Pedagoog* (from *Pedagogos*) means a person whose job is to guide children in their growth so that they can stand alone and be responsible.

Character according to Muchlas Samani and Hariyanto (2014: 43) is interpreted as a basic value that builds a person's personality, formed either by the influence of heredity or environmental influences, which distinguishes it from others, and is manifested in his attitudes and behavior in daily life.

Character education according to Thomas Lickona as quoted by Heri Gunawan (2012: 23) is education to help someone's personality through character education which results are seen in one's actual actions, namely good behavior, honest responsibility, respect for others, hard work, and others.

Menurut Lickona, karakter sangat erat hubungannya dengan dimensi moral (*moral knowwing*), sikap

moral (*moral felling*), dan perilaku moral (*moral behavior*). Ketiga dimensi tersebut menegaskan bahwa bahwa karakter yang baik harus didukung oleh adanya pengetahuan tentang nilai kebaikan, kemauan untuk melakukan kebaikan, dan melakukan kebaikan.

According to Lickona, character is very closely related to the moral dimension (moral knowing), moral attitude (moral felling), and moral behavior. These three dimensions emphasize that good character must be supported by knowledge of the value of goodness, willingness to do good, and do good.

## 2. Discipline

The term discipline is taken from English namely desciple, discipline, which means a follower. Sugeng Haryono (2016: 261) quoted from Masyudi explained that discipline is an exercise in memory and character to instill supervision (self-control), or the habit of obeying rules and orders. Salahudin (2013: 111) defined discipline as an action that shows orderly and obedient behavior in various rules and regulations. Whereas, Samani (2014) explained that discipline is an attitude and behavior that arises as a result of training and habits of obeying rules, laws or orders.

All in all, the character discipline in this article is interpreted as awareness to do something in an orderly manner in line with the rules that exist with full of responsibility obtained through the process of training and habituation.

## DISCUSSION

### 1. Profile of Respondents

A total of 94 students were selected to become respondents of this study. From the questionnaire distributed, it was obtained that there were 64 respondents, or 68% came from engineering program, and 30 respondents, or 32% came from non-engineering programs.

While in terms of gender, 48 respondents or 51% of respondents were male, and 46 respondents or 49% of respondents were female.

### 2. Data Analysis Results

Based on the results of data processing, it is obtained that all question items are valid so that the 28 statements on the questionnaire that measure the variable Student Discipline (Pre-test) in this study deserve to be included in this study.

**Table 1. Reliability Test Results**

Variable	Cronbach's Alpha	Critical Value	Note
Students discipline (Pre-test)	0.861	0.7	Reliable
Students discipline (Post-test)	0.802	0.7	Reliable

Based on the reliability test results above, it is known that the variables in this study have good reliability because they have a reliability coefficient that is greater than the critical value of 0.7 as shown in the table above. Thus, each statement on the questionnaire can be further analyzed.

#### a. Normality Test

Before a comparative test was performed, the data normality test was done to determine whether the data is normally distributed or not normally distributed. If the data is normally distributed then the next test will use the parametric method, paired t-test, whereas if the data is not normally distributed then the next test will use a non-parametric method, Wilcoxon.

Normality test is done using the Kolmogorov-Smirnov test, this is because the number of samples for each data group is more than 50 samples ( $n > 50$ ). The following are the results of data normality testing:

Table 2. Normality Test Result

Group	Kolmogorov-smirnov		
	Kolmogorov-smirnov Z	n	Sig.
Students discipline (Pre-test)	1,024	94	0,245
Students discipline (Post-test)	1,212	94	0,106

Based on the results of normality test above, it is obtained that p-value for Student Discipline (Pre test) was 0.245 and p-value for Student Discipline (Post test) was 0.106. Because the data of Student Discipline (Pre-test) and Student Discipline (Post-test) have greater p-values than  $\alpha = 5\%$  or 0.05 (p-values > 0.05 or 0.245 and 0.106 > 0.05), the data of Student Discipline (Pre-test) and Student Discipline (Post-test) were normally distributed.

Because there are normally distributed data groups, the next test is performed using the parametric method, the paired t-test.

#### b. Paired t-test

Based on the results of the paired t-test calculation, the results of the comparison of Student Discipline (Pre test) and Student Discipline (Post test) are as follows.

Table 3. Paired t-test Result

Student Discipline	t value	Sig.
Pre-test	-7,851	0,000
Post-test		

Based on Table 3, it is obtained that the p-value was 0,000. When it is compared to  $\alpha = 5\%$  or 0.05, the p-value <  $\alpha$  or 0,000 < 0.05 so that  $H_0$  is rejected. This means that there is a significant difference between student discipline (pre-test) and student discipline (post-test).

## CONCLUSION

Based on the explanation above, it is concluded that the State Defense Program and Student Discipline Training Program in Polban have a positive contribution to the development of student discipline. This can be seen from the presence of significant differences from the results of testing the student discipline character and after the program.

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