

Internalization Model of Discipline Character Values to Foster a Positive Culture in the School Environment

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ABSTRAK

Permasalahan ketidakdisiplinan pada siswa berdampak pada hasil belajar dan kemajuannya di sekolah. Disiplin yang efektif membantu dalam pencapaian tujuan, harapan, dan tanggung jawab pada siswa serta sikap yang terfokus pada perilaku positif siswa untuk menjadi individu yang penuh hormat dan bertanggung jawab. Penelitian ini bertujuan untuk menganalisis efektivitas model internalisasi nilai-nilai karakter disiplin untuk menumbuhkan budaya positif di lingkungan sekolah. Metode penelitian campuran dengan jumlah siswa 60 orang sebagai subjek. Instrumen yang digunakan berupa lembar wawancara dan angket internalisasi nilai-nilai karakter kedisiplinan. Data kualitatif dianalisis dengan menggunakan langkah reduksi data, penyajian data, interpretasi, dan verifikasi kesimpulan. Data kuantitatif dianalisis dengan statistik deskriptif, skor RAI, dan persentase menggunakan program SPSS. Sesuai dengan temuan penelitian, aspek regulasi eksternal diperoleh sebesar 72,22%, regulasi introjeksi sebesar 81,11%, regulasi teridentifikasi sebesar 80,00%, dan regulasi terintegrasi sebesar 85,00% sangat tinggi. Rata-rata skor indeks RAI kelas eksperimen sebesar 0,3933 agak lebih tinggi dibandingkan rata-rata kelas kontrol sebesar -0,0333. Kelas kontrol memiliki indeks RAI yang berkisar antara -4,40 hingga 3,40 dan kelas eksperimen berkisar antara -2,60 hingga 4,60. Dapat dikatakan bahwa siswa didorong untuk berperilaku disiplin secara mandiri, bukan karena adanya reward, punishment atau sekedar harga diri. Pada tahap ini kesadaran siswa akan perilaku disiplin tumbuh dari dalam dirinya.

ABSTRACT

The problem of indiscipline among students has an impact on learning outcomes and their progress at school. Effective discipline helps in the achievement of goals, expectations, and responsibilities in students and an attitude that is focused on the positive behavior of students to become respectful and responsible individuals. This study aims to analyze the effectiveness of the internalization model of disciplinary character values to foster a positive culture in the school environment. Mixed research method with a total of 60 students as subject. The instruments used are interview sheets and questionnaires internalizing disciplinary character values. Qualitative data are analyzed using data reduction steps, data presentation, interpretation, and verifying conclusions. Quantitative data were analyzed with descriptive statistics, RAI scores, and percentages using the SPSS program. In accordance with the findings of the study, external regulatory aspects were obtained by 72.22%, introjected regulations by 81.11%, identified regulations by 80.00%, and integrated regulations by 85.00% were very high. The experimental class's average RAI index score of 0.3933 was somewhat higher than the control class's average of -0.0333. The control class had an RAI index that ranged from -4.40 to 3.40 and the experimental class ranged from -2.60 to 4.60. It can be said that students are encouraged to behave disciplined autonomously, not because there are rewards, punishments or just self-esteem. At this stage, students' awareness of disciplined behavior grows from within them.

1. INTRODUCTION

The implementation of a positive culture in schools in cultivating discipline character is currently generally not running optimally as expected. The low-discipline culture applied in the school even though the rules and concepts have been made has resulted in problems such as not coming to school on time, low

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school culture towards discipline character building, high student absenteeism in class results in getting low grades, teachers spend at least 20% of lesson time dealing with distractions by bad student behavior or average teacher time is spent maintaining order (Nurhayati & Ab, 2020; Valdebenito et al., 2018). The most common problems, according to data from National Center for Education Statistics, discipline problems in 2019-2020 are problems such as bullying, cyberbullying, verbal harassment of students, disrespectful actions towards teachers, racial/ethnic tensions of students, and sexual harassment on average occur at least once a week (Hartini, 2018; Sobri et al., 2019). Given the various problems described above, there is a concern that if not resolved it will cause further deterioration in the quality of education in schools.

The problem of indiscipline among students has an impact on learning outcomes and their progress at school. Effective discipline helps in the achievement of goals, expectations, and responsibilities in students and an attitude that is focused on the positive behavior of students to become respectful and responsible individuals (Dede, Y. E., & Roopnarine, 2017; Le et al., 2018). Discipline teaches social and emotional skills and important life skills. If we do not have internal motivation, then we need others to discipline us or external motivation, because it comes from outside, not from within ourselves. To form a discipline, it is necessary to create a belief or basic principle values shared among students. Integrating character education in schools needs to be realized in all school activities (Aeni et al., 2020; Deci, E. et al., 2017). School culture has a very important role in building student character because it can provide direct experience in awakening the ability of personal moral perception of a school environment that has a high moral culture and values (Samong et al., 2016; Taufan, 2022). In other words, school culture aims at the introduction of good norms and values as a strong foothold for the formation of students' disciplinary character.

In character education, there is a process of internalization of values, this is necessary because of the belief that there are noble, great, agreed values to become the values of a person or institution by regulating behavior that is controlled internally or regulated alone or externally (Grusec et al., 2000; Hakam, K. A., & Nurdin, 2016; Rijal et al., 2022). The formation of a disciplinary character model in fostering a positive culture in schools needs to be developed to the needs of the times, problems, culture, and technology. A person will be more motivated internally or organically when they hold a certain idea. The concept of control theory serves as the basis for a method that can be used to create a disciplinary character. Restitution helps students develop self-discipline and helps teachers become better managers and mentors (Baharun, 2017; Grncharovska et al., 2013).

The internalization strategy in building discipline character in schools in this paper is through a discipline model that focuses on the positive behavior of students to become respectful and responsible individuals, beliefs/agreements are compiled and developed jointly between teachers and students and support to use rules effectively and instruct students to be responsible for the consequences of their bad behavior to receive discipline, and restitution are tools that teachers can use to master the classroom without sacrificing students' self-esteem when they make mistakes and try to correct them with the manager's position to stabilize identity, validate wrong actions, and question beliefs through the teacher (Lu, 2016; Ryan & Deci, 2020). Discipline indicators as following the learning process well, participating and carrying out extracurricular activities, performing tasks assigned by the teacher, carrying out class pickets, arriving at school on time, ending learning activities and leaving for home as scheduled, wearing complete school uniforms, maintaining cleanliness and neatness of clothes, including notification letters to school if students cannot attend (Baumann, C. & Krskova, 2016; Dewia & Alam, 2020; Huang, F., & Anyon, 2020). The indicators of discipline used in this study are time management skills, behavioral control, compliance with regulations, and academic discipline.

Scholars from several nations have looked into ways to improve school culture's development of discipline. The relationship between handling disciplinary issues and opinions of the discipline structure, student support, and school safety was examined by previous study noticed the expanding use of restorative approaches to school punishment in the United States to lessen suspensions and close racial disparities (Huang, F., & Anyon, 2020). The School-Wide Positive Behavior Interventions and Supports (SWPBIS) strategy to address the social and emotional needs of kids, and success was seen across all three behavioral domains (Childs et al., 2015; Gregory, A., & Fergus, 2017). Previous study examined the influence of school discipline on academic performance and found that well-performing schools had appropriate rules and regulations, implemented effective mechanisms, applied fair and consistent penalties, and prioritized discipline and academic achievement (Sunarto et al., 2020). In contrast to the research mentioned above, the current study's aims to analyze the effectiveness of the internalization model of disciplinary character values to foster a positive culture in the school environment. The study is regarded as making a contribution to the literature on this subject. These studies will be crucial because they offer crucial data for bigger trials to execute.

2. METHOD

This study uses a mixed method method with a mixed methods experimental (intervention) design involving researchers collecting and analyzing quantitative and qualitative data and integrating information in experiments or intervention experiments (Creswell, 2016). Researchers gather, analyze, and incorporate quantitative and qualitative data into experiments or intervention experiments as part of the design of experimental mixed techniques (or interventions) (Cohen et al., 2018). For fourteen weeks, two teachers applied internalization of disciplinary character values in school learning to gain knowledge about the use of internalization of disciplinary character values in fostering a positive culture. Purposive sampling, a non-random sample technique, was applied in this investigation. Based on the characteristics of children at that age who already have self-perception, social anxiety, attachment orientation with peers, and interpersonal objectives and skills in intimate friendships. In this study, high-grade students were selected namely grade 5 who were between the ages of 11 and 13 years (Hakam, K., 2018). This research was conducted at SD Negeri 36 Kota Lubuklinggau with thirty students ($n = 30$) and SD Islam Terpadu Mutiara Cendikia Kota Lubuklinggau with thirty students ($n = 30$).

The questionnaire instrument internalizing disciplinary character values was developed by adapting the Self-Regulation Questionnaire. The questionnaire uses a Likert scale consisting of five choices of items based on their level of urgency, in the form of a rating scale ranging from 1 (very unimportant) to 5 (very important) with 24 question items. The score for each level of internalization is obtained by finding the average of the scores of all items of the regulation type. The Relative Autonomy Index (RAI) score is then calculated by weighing each level of internalization under the following conditions: -2 for external regulation, -1 for introjected regulation, 1 for identified regulation, and 2 for integrated regulation. The sum of the averages of the four internalization scores that have been multiplied by their respective weights is called the RAI score. RAI is a score that indicates the extent to which a person prefers to use a more internalized type of value regulation (identified and integrated) than a less internalized type of value regulation (external and introjected) (Deci, E. et al., 2017; Ryan & Deci, 2020). Empirically, based on the processing of trial data on 30 respondents, which was calculated with the help of SPSS software ver. 21, it is known that 24 items of the internalization questionnaire of disciplinary character values are valid because the correlation value is greater than the R_{tabel} value both at the 5% significance level of 0.080 and at the 1% significance level of 0.105. Meanwhile, for reliability scores (Cronbach's Alpha), the four internalization levels are very high, above 0.7.

Qualitative data obtained by interviews conducted to determine students' views on their experiences in applying the internalization model of the disciplinary character in fostering a positive culture in schools were analyzed using three main steps, namely: (a) data reduction, (b) data presentation, (c) data analysis and interpretation, and (d) drawing and verifying conclusions (Anwar, 2018). Data collected on the content development process of the internalization model of the disciplinary character in fostering a positive culture in schools were transcribed. Concepts determined by the incorporation of similar phenomena are identified as themes. Themes are supported by direct citations in the findings section. As for the observations, validation results, and questionnaire results for the sake of descriptive explanation, the score of each dimension is multiplied by 100%. Quantitative data were analyzed descriptively on data variables index RAI using the program SPSS ver. 22 and Ms. Excel.

3. RESULT AND DISCUSSION

Result

At this stage, the model was tested in one class at public elementary school 36 Lubuklinggau City (limited trial) and was carried out to obtain quantitative data. This limited trial was conducted to find out the extent to which this concept can be implemented in schools, especially in terms of practicality. In addition, this limited trial was conducted to test the effectiveness of concepts and analysis of variables that allegedly affect the RAI Index score, and internalize student discipline character values to foster a positive culture in the school environment. The questionnaire was filled out by grade V students of public elementary schools 36 Lubuklinggau City. The four choices for each item of steam question represent the four continuums of internalization of disciplinary character in SDT theory is a score that indicates the extent to which one prefers to use more internalized (identified and integrated) types of value regulation than less internalized (external and introjected) types of value regulation. Below are presented the average results of internalization item values of external, introjected, identified, and integrated discipline values in limited trials in Table 1.

Table 1. Average Results of Internalized Regulatory Discipline Values External, Introjected, Identified, and Integrated Limited Trials

Criteria	Rating Scale				Sum Percentage
	Very Unimportant	Not Important	Not Too Important	Very Important	
Regulation External	19.44 %		8.33 %	72.22 %	100 %
Regulation Introjected	11.11 %		7.78 %	81.11 %	100 %
Regulation Identified	10.00 %		10.00 %	80.00 %	100 %
Regulation Integrated	10.00 %		5.00 %	85.00 %	100 %

Based on the average data of internalization item results, the value of external regulatory discipline was limited to [Table 1](#) about the reasons for six external regulation questions, more than half of respondents (72.22%) gave an important and very important rating. On the other hand, respondents rated external regulation as less important (8.33%). While the rest (19.44%) consider external regulations unimportant and very unimportant. Thus, it can be concluded that the six reasons that present the lowest continuum in internalizing the value of extrinsic motivational discipline character are still considered important by the average or some respondents. Based on the average data of internalization item results, the value of the introjected regulatory discipline was limited to [Table 1](#) about the reasons for six pieces of steam introjected regulation questions, more than half of the respondents (81.11%) gave an important and very important rating. On the other hand, respondents rated introjected regulation as not very important (7.78%). While the rest (11.11%) consider introjected regulation unimportant and very unimportant. Thus, it can be concluded that the six reasons that present the second continuum in internalizing the value of the discipline character of extrinsic motivation are still considered important by the average or some respondents.

Based on the average data on the results of internalization items, the value of the identified regulatory discipline, the trial was limited to [Table 1](#) about the reasons for six pieces of steam, identified regulatory questions, more than half of the respondents (80.00%) gave an important and very important rating. On the other hand, respondents rated identified regulations as not very important (10.00%). While the rest (10.00%) consider identified regulations unimportant and very unimportant. Thus, it can be concluded that the six reasons that present the third continuum in internalizing the value of disciplinary character extrinsic motivation have begun to be considered important by most respondents. However, there are still respondents who rated it as not too important, not important, and very unimportant. Based on the average data of internalization item results, the value of integrated regulatory discipline was limited to [table 1](#) about the reasons for six steam integrated regulation questions, more than half of respondents (85.00%) gave an important and very important rating. On the other hand, respondents rated integrated regulation as not very important (5.00%). While the rest (10.00%) consider integrated regulation unimportant and very unimportant. Thus, it can be concluded that the six reasons that present the highest continuum in internalizing the value of extrinsic motivational discipline character have begun to be considered important by most respondents. The results of the descriptive data are presented in [Table 2](#).

Table 2. Descriptive Statistics RAI Index Internalization of Disciplinary Character Values Control Class and Experimental Class

Class	Statistic	Std. Error	
Control	N	30	
	Mean	-0.0333	0.35221
	Median	0.1000	
	Mode	-1.20 ^a	
	Std. Deviation	1.92915	
	Variance	3.722	
	Skewness	-0.113	0.427
	Kurtosis	-0.612	0.833
	Range	7.80	
	Minimum	-4.40	
	Maximum	3.40	
	Sum	-1.00	

Class		Statistic	Std. Error
Experiment	N	30	
	Mean	0.3933	0.36559
	Median	0.3000	
	Mode	-1.20	
	Std. Deviation	2.00240	
	Variance	4.010	
	Skewness	0.345	0.427
	Kurtosis	-1.074	0.833
	Range	7.20	
	Minimum	-2.60	
	Maximum	4.60	
	Sum	11.80	

Base on Table 2 show the experimental class's RAI index ranged from -2.60 as its lowest score to 4.60 as its highest score, while the control class ranged from -4.40 as its lowest score to 3.40 as its highest RAI score. This indicates the direction of a positive relationship, which means that the application of the internalization model of disciplinary character values to foster a positive culture in the school environment is effective because it provides significant improvement. Visually, the average comparison between the two can be seen in Figure 1.

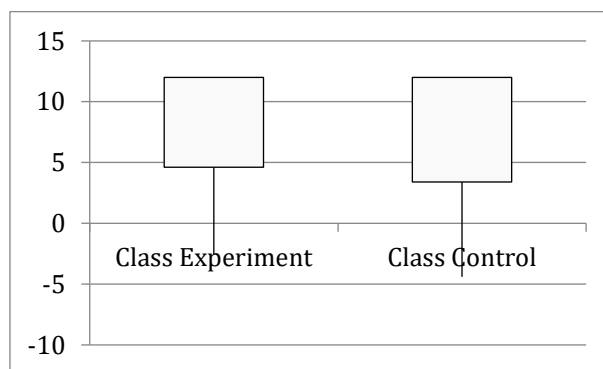


Figure 1. Comparison of Average RAI Index Scores Internalization of Disciplinary Character Scores Control Class and Experimental Class

This section discusses the results of qualitative data research that involved the analysis of information gathered using a participant-completed, semi-structured interview form with nine questions about the process and difficulties in making class agreements for discipline, the teacher's control position in increasing students' intrinsic motivation in discipline and building students' confidence in providing positive reinforcement consistently, being a role model for behavior for students, showing a positive response to school rules. Students are questioned regarding the process of internalizing the discipline's character through the instructor's implementation of positive discipline, teacher control, and class deal, as well as the challenges and possibilities they face during this process. Their opinions are divided into three themes. The theme is presented in Figure 2.



Figure 2. Themes Determined by Participants on the Internalization of Disciplinary Character in Fostering a Positive Culture in Schools

On the theme of class deal, some students stated that they were responsible, giving a positive response to the discipline that had been created together with the teacher on the learning process. P55 states as follows: "In the beginning, I did not want to be involved in assisting the classmates in making a mutual agreement or rule with the teacher and classmates so as not to be scolded by the teacher. Then I started to want to get involved to help my classmates and make agreements or rules together with teachers and friends to train me to be a person who could reflect an understanding of the discipline of time and school rules." Student P40: "In the beginning, the teacher in the class always made his own rules in the classroom without involving me. Then after the implementation of this process, in making a class deal, the teacher asked us to provide input on the points to be agreed upon. That way it trains me to be a person who can reflect an understanding of the discipline of time and the rules of the school." Student P77: "At first the teacher in the class never displayed the class rules, but when the class deals we had made were available or displayed in the classroom."

On the theme of teacher control, some students stated that the teacher had validated the misbehavior and asked to seek the belief of the child to connect the values he believed in the learning process. P87 states as follows: "In the beginning when I made a mistake, the teacher immediately scolded and punished us. Then now When I or my friends make mistakes, the teachers make sure we can be held accountable according to the agreement." Student P60: "At the beginning when we quarreled, the teacher never heard any opinions and complaints from us. Now, when my friends and I make mistakes, teachers hear our opinions and complaints before helping and make sure we are responsible for training me to be a person showing a positive response to school rules." Student P29: "At first the teacher never helped me to follow the special days that were done at school. Nowadays I am always involved in following the special days that are done at school and doing social activities outside of school is my obligation as a student and provides benefits for me people to value myself with values that I believe in."

On the theme of positive discipline, some students state that they want to be people who fit their desires and value themselves with the values they believe in. They will remain well-behaved and based on virtue values because they want to be people who uphold the values they value. P16 states as follows: "In the beginning, I did not care about maintaining cleanliness in the place of study and reminding classmates. When the teacher invited us to maintain cleanliness in our study area and reminded each other, I just found out that this is beneficial for me and all school residents." Student P31: "In the beginning, I was never appointed by the father/mother in leading the class. But right now I'm starting to be brave when the teacher gives us all the opportunity to take turns leading a group or class making me understand this is part of my time and academic discipline as a student." Student P3: "In the beginning, the teacher never gave attention and praise to every activity and my way of learning, but now the teacher appreciates my deeds by always paying attention or praise."

In the pilot phase at SDN 36 Kota Lubuklinggau and SD Islam Terpadu Mutiara Cendikia Kota Lubuklinggau, teachers were asked to apply the internalization model of discipline character development in the school environment through school culture, classroom management, thematic activities and school climate by making class agreements, teacher control, and positive discipline. To determine the value of discipline, researchers collected data through an internalization questionnaire of discipline values developed based on the theory of Self-Determination Theory (SDT) from. Based on this theory, this questionnaire was carried out to explain the process of internalization of disciplinary values that occurs in schools on a 4 continuum, namely: external (to avoid negative consequences), introjected (to get recognition from others), identified (to achieve self-value), and integrated (for pleasure).

The comparison of rating percentages for the six reasons for external regulation in the limited trial at public elementary schools 36 Lubuklinggau City. The comparison of ratings shown in the graph shows in the figure indicates that behaviors that encourage students to be disciplined are still most likely to come from external motivations, such as fear of punishment, getting rewards, getting praise and not being scolded. This means that students are encouraged to discipline because there are rewards and punishments from outside themselves. Motivation in the introjected type, such as the type of external regulation is still classified as a type of controlled motivation or controlled motivation. This means that motivation still involves behavior that does not come from full will and self-choice, but is controlled by something that comes from a force outside of himself. For the introjected type as the second type of continuous in internalizing the value of disciplinary characters based on SDT theory. Below is presented the average rating results of the six items containing the motivation (reason) of respondents related to statements in the questionnaire question that show the internalization of the value of the introjected discipline character.

Discussion

Motivation in the identified type, different from the previous two types of regulation, is classified as an autonomous type of motivation or autonomous motivation. This means that motivation involves

behavior not because of pressure or demand for specific results that come from external forces, but has begun to involve behavior that comes from choice or full self-will (Anwar, 2018; Deci, E. et al., 2017). In the seven stages of value internalization, this type exists at the value and character stages. Still classified as a type of controlled motivation or controlled motivation. This means that motivation still involves behavior that does not come from full will and self-choice, but is controlled by something that comes from a force outside of himself (Kolesnikov et al., 2019; Ryan & Deci, 2020). The value stage occurs when the value that has become his motivation in behaving has been institutionalized and even patterned into a principle in his life, then the value has become a value (value) in him. Then when a value that has become a value in a person and has become a self-principle and institutionalized, has been actualized in his life in the form of words and deeds, then the process of internalizing the fifth stage of value, namely character, has occurred (Hakam, K. A., & Nurdin, 2016; Zaenab et al., 2020).

Motivation in the integrated type, the same as the identified type of regulation, is classified as an autonomous type of motivation. This means that motivation involves behavior not because of pressure or demand for specific results that come from external forces, but has begun to involve behavior that comes from choice or full self-will (Goel, 2016; Taja et al., 2020). In the seven stages of value internalization, this type exists at the personality stage. The personality stage occurs when the values that have formed character in the previous stage have become a distinctive identity in the individual. In the end, this value will be able to distinguish one person from another. In other languages, the value has become the personality concerned (Hakam, K. A., & Nurdin, 2016; Singh & Prasad Singh, 2021). Indicates that behaviors that encourage students to be disciplined could most likely stem from integrated motivations, such as behaving disciplined out of pleasure in doing so. This means that students are encouraged to behave in an autonomous disciplined manner, not because there are rewards, punishments or just self-worth. At this stage, students' awareness of disciplined behavior grows from within them (Hermino & Arifin, 2020; Zuković, S., & Stojadinović, 2021).

The examination of the interview data revealed that the discipline's character values were positively impacted by the particular effect of internalization brought about by the treatment provided by class consensus, instructor control, and discipline. This suggests that the student's disciplinary character is less motivated to uphold values out of some appreciation for the values themselves and more motivated to uphold values to avoid negative consequences (such as punishment) or to accept positive consequences before receiving treatment (for example approval). After receiving treatment, students' disciplinary characteristics are already integrated into their self-system and linked to other personal values, objectives, and motivations. This demonstrates that they are acting by their beliefs and values and because they want to be the ones to live up to those principles. In other words, it could be argued that behavior is perceived as more independent or self-sufficient (Hale, J. V., & Robey, 2021; Ryan & Deci, 2020). In addition, it is the result of internalization, which occurs in education when values become ingrained in a person's identity and free behavior emerges from themselves in time management, behavioral discipline, rule-following, and academic discipline (Grolnick et al., 2021; Wegmann & Smith, 2019).

The cultivation of moral knowledge through give the advices to instill the character value to serve knowledge, awareness, love toward good values. Creation of the environment or habituation is the process of internalizing the value of a character not only limited to knowledge and awareness, but evolves into an already automatic behavior within oneself. Internalization of values is a process by children and adolescents who gradually adopt values and integrate them into their sense of self, so that their conduct becomes partially internally or self-regulated rather than mostly being controlled externally (Grolnick et al., 2021; Hidayat et al., 2022). This pattern of findings therefore strongly implies that the structure evaluated in this study may be the type previously identified as the regulating structure. Additionally, this demonstrates that Some interesting findings also emerged for the relationship between the support of the class deal and the internalization of the value of disciplinary character. Every action or behavior we take in the classroom can determine the creation of a positive environment. The behavior of the class becomes a habit, which eventually forms a positive culture. For the formation of a positive culture, it is necessary to first create and agree on common basic beliefs or principles among the citizens of the class. A belief will motivate a person more from within, or motivate intrinsically. These findings illustrate the importance of establishing and communicating clear expectations and their needs to be developed collaboratively for classrooms (Winkler et al., 2017; Zhang et al., 2020).

Despite the interesting findings regarding the differences in the application of the model of internalization of the character of the discipline in fostering a positive culture in schools can be improved by using the basic needs that a student needs at the time of their inappropriate behavior, as well as the strategies that need to be applied to students. The adoption of teacher professional development programs, particularly those focusing on the growth of students' disciplinary character in elementary schools, can be suggested within the context of the findings of the current research. However, as this study only involved

one group, differences in the experimental context's outcomes do not need to be made public. The study is also restricted to the measuring and evaluation setting and the primary school pupils that participated. Within this framework, the study will be revised to include pre-service teachers or teachers in the post, more than one group in the experimental design, and other areas. Activity in the instructional design model for teacher professional development programs that have been revised and include more disciplinary tactics will be used in future implementations. However, some informant data will be useful for future research. The very small sample size of the current study is another drawback because it might account for some unimportant results. Future studies should therefore address these issues with a larger and more varied sample and should look at how ethnic and gender disparities in parenting styles affect the socialization of moral ideals.

4. CONCLUSION

The examination of the interview data revealed that the discipline's character values were positively impacted by the particular effect of internalization brought about by the treatment provided by class consensus, instructor control, and discipline. This suggests that the student's disciplinary character is less motivated to uphold values out of some appreciation for the values themselves and more motivated to uphold values to avoid negative consequences (such as punishment) or to accept positive consequences before receiving treatment (for example approval). After receiving treatment, students' disciplinary characteristics are already integrated into their self-system and linked to other personal values, objectives, and motivations. This demonstrates that they are acting by their beliefs and values and because they want to be the ones to live up to those principles. In other words, it could be argued that behavior is perceived as more independent or self-sufficient. In addition, it is the result of internalization, which occurs in education when values become ingrained in a person's identity and free behavior emerges from themselves in time management, behavioral discipline, rule-following, and academic discipline.

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