

The Strengthening of Discipline Value in Education Training Activities in Rindam VI/Mulawarman as a Learning Resources on Social Studies

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan nilai disiplin pada aktivitas pelatihan pendidikan di Rindam VI/Mulawarman dan signifikansinya dalam pembelajaran IPS di sekolah sebagai sumber belajar. Pendekatan kualitatif dan metode deskriptif digunakan dalam penelitian. Adapun teknik pengumpulan data melalui tiga langkah, yaitu; observasi partisipatif, wawancara, dan studi dokumentasi. Model Miles dan Huberman dipilih untuk menganalisis data dengan tahapan; reduksi data, penyajian data, dan verifikasi data sebagai penarikan kesimpulan. Keabsahan data melalui perpanjangan waktu pengamatan, triangulasi, *member check* sehingga menghasilkan data jenuh. Hasil penelitian mendeskripsikan bahwa nilai disiplin pada aktivitas pelatihan pendidikan di Rindam VI/Mulawarman dapat dilihat bahwa peserta didik mematuhi aturan dan tata tertib, ketepatan waktu, menjaga kebersihan, dan berpakaian rapi. Nilai disiplin tersebut memiliki signifikansi dalam pendidikan IPS dalam menjadikan warga negara yang baik dengan diintegrasikan ke dalam pembelajaran IPS di sekolah.

Kata Kunci: Nilai Disiplin, Rindam VI/ Mulawarman, dan Sumber Pembelajaran IPS.

Abstract

This study aims to describe the value of discipline in educational training activities at Rindam VI/Mulawarman and its significance in social studies learning in schools as a learning resource. Qualitative approaches and descriptive methods are used in the research. The data collection technique uses three steps, namely; participatory observation, interviews, and documentation studies. Miles and Huberman models were chosen to analyze the data by stages; data reduction, data presentation, and data verification as a conclusion. The validity of the data through an extension of the observation time, triangulation, and member checks resulting in saturated data. The results of the study describe that the value of discipline in educational training activities at Rindam VI/Mulawarman can be seen that students obey the rules and regulations, accuracy time, keeping clean, and get dressed neatly. The value of this discipline has significance in social studies education in making good citizens by integrating it into the social studies learning in schools.

Keywords: Discipline Value, Rindam VI/Mulawarman, and Learning Resources on Social Studies.

PRELIMINARY

The reflection of discipline can be seen in all aspects of life, one of which is in the aspect of education. A condition that is formed and occurs from a simple process of behavior that shows the value of obedience, obedience, regularity, loyalty, and order is an attitude of discipline (Kurniawan, 2017). Substantially, someone's discipline makes them know and can distinguish between things that are done, should not be done (because they are things that are prohibited),

which can be done, and what must be done (Suradi, 2017). The discipline is intended so that all students who are in it can obey and comply with all applicable rules and regulations (Afiani et al., 2016). However, the disciplinary values of every development of the times are fading and discipline is only a symbol that does not have the power to take care of school life.

School discipline is obedience to the laws and regulations that apply in school (Wuryandani et al., 2014). Efforts to create a comfortable and safe learning environment are through discipline. Discipline at school is a school effort in maintaining and educating the behavior of students so that they have an attitude of obeying norms and do not deviate from rules and regulations (Abbas, 2018). Thus a comfortable and safe learning environment. Discipline cultivation can be achieved not only by receiving formal education but also through non-formal education, one of which is educational training held in the Kodam Main Regiment (Rindam).

Training is any activity designed to improve the performance of participants in carrying out work, increase their potential and training is part of improving human resources (Herlinda et al., 2017). Severy soldier who is given education in Rindam must have strong discipline, this is because good discipline illustrates the many responsibilities of soldiers in maximizing each of their functions and duties. (Pratama et al., 2016). So that the training conducted at Rindam is one of the disciplinary fostering of students in forming good student discipline.

The training activities held by Rindam with the aim of Social Studies Education are related, namely to improve the quality of human resources and help make good citizens. (Abbas, 2013; Mutiani, 2015). Social studies education is a subject in schools that is integrated and unites the social sciences in a systematic and coordinated manner in providing support for people in various cultures to become good citizens (Mutiani, 2019). The objective of social studies education is the goal of social studies education is to make good citizens, which is shown and the skills of empathy, cooperation, and social care for others (Mutiani et al., 2020; Mutiani & Faisal, 2019; Syaharuddin & Mutiani, 2020). So that discipline in Rindam can have the potential to form the character of the nation which can be used as a source of deep social studies learning forming disciplinary behavior of students to get behavior following the rules and regulations.

RESEARCH METHODS

A qualitative approach is used in this research which is intended by researchers to describe the disciplinary behavior of educational training participants in Rindam VI/Mulawarman. Data collection was carried out through observation, interviews, and documentation (Gunawan, 2013).

This research was conducted by researchers with direct observation when the researcher participates in several activities carried out by educational training participants at Rindam VI/Mulawarman and interviews are conducted orally in an unorganized form so that the delivery technique is freer and free about educational training at Rindam VI/Mulawarman. Meanwhile, documents are a way for researchers to take various information from important notes and data obtained from research subjects (Satori & Komariah, 2009).

Determination of the subject by purposive sampling, namely taking data sources with certain considerations (Sugiyono, 2005). Researchers conducted interviews with several people who could provide information to researchers who were considered to understand the research objectives, including the Head of the Rindam VI/Mulawarman Education Section, Commander of the State Defense Dodik, trainers, educational training students, as well as interviews with social studies teachers about the value of discipline in educational training in Rindam VI/Mulawarman can be used as a source of social studies learning. The data analysis technique follows the model of Miles and Huberman (1984) which starts from reducing data (data reduction), presenting data (data display), and drawing conclusions (verification). *conclusion*). The data that has been collected is then in reduction according to the research objectives, namely the Rindam VI/Mulawarman educational training activity with disciplinary values (Afifuddin & Saebani, 2009).

Presentation of data based on the findings obtained, namely obeying rules and regulations, punctuality, maintaining cleanliness, and neatly dressed are disciplinary value activities that are related to social studies learning which can be used as learning resources in schools. The conclusion of this study was carried out by using triangulation techniques so that the conclusion regarding the Rindam VI/Mulawarman educational training activities is adhering to the rules and regulations, timeliness, keep cleanliness, and get dressed neat fiber with disciplined value. The validity of the data is done by triangulating, member check, an extension of observations, and using reference materials (Sugiyono, 2005; Satori & Komariah, 2009).

RESULTS AND DISCUSSION

Rindam VI/Mulawarman which is located at the Ulin Tengah, Jalan A. Yani KM. 26, Liang Anggang, CityBanjarbaru, South Borneo. Rindam VI/Mulawarman is one of the places to provide education, training, development, and assessment as well as assisting technical training for the implementing units of Kodam VI/Mulawarman. Rindam VI/Mulawarman has the motto WIYATA GARTA WIDYA CAKTI which means as a place to educate or educate students' attitudes,

knowledge, and skills. The tasks carried out by Rindam VI/Mulawarman include education and training from educational programs, non-program education, and training and upgrading. Educational programs in Rindam VI/Mulawarman are 1) First Private Education, 2) First Education for NCO, 3) Education for Formation of NCO, and 4) Specialization Development Education. Meanwhile, non-program education at Rindam VI/Mulawarman is 1) Training and Education and Training for State-Owned Enterprises Employees, College student (Menwa), and 3) Cadre of State Defense for SMA and SMK Students in South Kalimantan. Dodik Bela Negara is an educational training place for Rindam VI/Mulawarman to carry out non-program education.

Dodik Bela Negara is a place to train reserve components for students who are prepared to assist the main components, but Dodik Bela Negara is an educational training entrusted by related agencies. Dodik Bela Negara has goals outside the program to get it to cooperate with the community to develop mentally, physically, discipline, and defend the country. The education training entrusted to Dodik Bela Negara must be a budget from the relevant agencies, because government policy only finances the main component. The implementation of educational training at Dodik Bela Negara Rindam VI/Mulawarman has its schedule with both parties, namely Rindam VI/Mulawarman and related agencies coordinating the schedule before the implementation of educational training is carried out. Training students at Dodik Bela Negara who have completed all educational training programs properly are awarded certificates by Rindam VI/Mulawarman.

Educational training activities at Rindam VI/Mulawarman are held at Dodik Bela Negara for less than one month or to be exact for one week. Educational training activities for students from related institutions are not only given material/theory, but training is also carried out in practice. The disciplinary activities of students in educational training at Dodik Bela Negara are seen from students obeying rules and regulations, punctuality, maintaining cleanliness, and dress neatly.

1. Comply with the Rules and Regulations

According to the Arrasyid Commander (38 years) (Interview, 23 December 2019) that during this period of a week training students are required to comply with the rules and regulations that apply during training at Rindam VI/Mulawarman. These rules and regulations govern the lives of students during the educational training at Rindam VI/Mulawarman from waking up to going to sleep again. In line with the disciplinary function Discipline cultivation must have four elements, namely rules, rewards, consistency, and punishment (Aulina, 2013). As for the rules and

regulations during the training, students must obey their superiors, the class leader is responsible for all members, maintains the cleanliness of the classroom, bathroom, punctuality when they want to take part in learning, students ask must raise their hands, late students must report the same trainer/commander, follow the rules when eating, sleeping (Barracks), following apples and morning exercise, and are prohibited from bringing cigarettes and drinks or food.

Educational training participants at Rindam VI/Mulawarman in obeying rules and regulations can be seen from the activities of students participating in gymnastics every morning, participants following apples every morning and evening, students arriving 5 minutes earlier before learning begins, obeying their superiors/commanders, guard the veranda / watch the night, follow the rules of internal affairs (PUDD), and follow the rules from entering the canteen to eating. If the forestry police training participant violates these regulations, there will be consequences such as being given a follow-up (Push Up or creeping) by the commander. This matter put forward by Putri (22 years), a member of Menwa as a training participant (interview, March 7, 2020) that educational training at Rindam VI/Mulawarman is an education that instills the foundation in how to be disciplined. Planting discipline educational training at Rindam VI / Mulawarman is arranged from waking up to sleeping again because a short period of educational training then only instills the basis of discipline in students by being forced to comply with applicable rules and regulations. This is in line with Sukardi (Sapriadi, 2015) discipline obeying rules and regulations is defined as a series of training or activities that are deliberately carried out to achieve the purpose, and behavior that violates the applicable rules and regulations will be punished. These regulations are needed to help adjust personal and social learners.

2. Punctuality

The discipline of punctuality is obedience to time. Time discipline teaches us that we can appreciate the time that has been given. For those who are not disciplined, time is very detrimental to themselves and others. Training education in Dodik Bela Negara Rindam VI/Mulawarman taught that appreciating time is very important. Participants in educational training at Rindam VI/Mulawarman in punctuality can be seen from the participants participating in gymnastics on time, apples on time, 5 minutes before learning begins students must be in class and leave any activity when prayer time arrives for prayer. According to Reta (19 years), a Poliban student who conducted training (interview, 10 February 2020) educational training at Rindam VI/Mulawarman which taught us that the importance of time discipline, where if participants are slow in

participating in activities then they will be given sanctions. The educational training at Dodik Bela Negara Rindam VI/Mulawarman teaches us to use our time as much as possible and not to waste time so that it can be applied later in everyday life. This is in line with (Mumpuni, 2018) that time discipline is the timeliness of doing everything.

3. Maintain cleanliness

Cleanliness has a very important and inseparable role in life. Maintaining cleanliness means creating a healthy environment. Cleanliness indirectly affects comfort and beauty. Cleanliness starts with yourself at home and work (Aulina, 2013). The discipline of maintaining the cleanliness of students can be seen from the activities of students every morning after eating, and in the afternoon before eating students clean the environment around Dodik Bela Negara every day during training, and classrooms. Also, the Internal Service Regulation (PUDD) teaches students how to keep clean during the Barracks from tidying the mattress, the sheets are tightly positioned, how to put clothes or shoes in the wardrobe properly, keeping the bathroom and toilet clean. So that the discipline of maintaining cleanliness is very important to be applied in life.

4. Dress neatly

Dressing neatly is the behavior of someone who dresses following the rules of order so that they always look neat. The role of well-dressed is very important in education because education does not only focus on academics but also as a place to develop the attitudes of students. If in a school there is no dress code, the learning process of students will be disturbed by the comfort of learning. Discipline at school can be reflected in the behavior of students by wearing complete clothes following the rules contained in school rules (Wuryandani et al., 2014).

The habit of neatly dressed in Rindam VI/Mulawarman has a positive influence on students in Centurywho will come to life. According to Wijatmiko (38 years) (interview, December 25, 2019), the problem of clothing adjusts from related agencies. Example of Satpol PPadjust like the clothes are brown, not for employees have permanent clothes, then he will first coordinate with the Head of the Rindam VI/Mulawarman Education Unit.

The four disciplinary values above are very close to social studies learning which emphasizes meaningful learning. In social studies learning, efforts should be made to contain values that are useful in shaping the personality of students as living capital in society (Abbas et al., 2018). Through social studies learning, it is hoped that students can make social studies learning that is powerful, which is value-based, meaningful, active, and challenging (Mutiani, 2019). The values

that are used as the basis for the implementation of education are believed to create graduates who have good personality and behavior. The value contained in the non-formal education training Rindam VI/Mulawarman is one of the values of discipline which is reflected in four indicators, namely obeying rules and regulations, punctuality, maintaining cleanliness, and dressing neatly.

The disciplinary value contained in the non-formal education training Rindam VI/Mulawarman also has a disciplinary coaching process at SMPN 17 Banjarmasin, but the portion in disciplinary guidance adjusts to the students. The value of discipline at SMPN 17 Banjarmasin has four indicators, namely obeying the rules and regulations, punctuality, maintaining cleanliness, and dress neatly which can be seen from students obeying rules and regulations at school, arriving on time to school, entering class on time, follow the lesson by sitting neatly, and raising a hand when you want to ask questions, following apples, following clean/healthy / taqwa Friday, following extracurricular activities, being on time during midday prayers if the class can schedule prayer shifts, obeying the teacher, not carrying prohibited items school.

Discipline fostering in schools cannot run smoothly if teachers and school members are inconsistent in fostering discipline, but the entire learning environment must run simultaneously obeying rules and regulations consistently in being disciplined so that disciplinary behavior can be embedded in students and become daily habits (Mumpuni, 2018). Therefore, discipline should start with teachers and school members in their various actions and behaviors, to provide an example to students about discipline. Meanwhile, the discipline in Rindam VI/Mulawarman in disciplinary guidance is carried out by all members, namely commanders, trainers, and other members of the TNI to apply a disciplined attitude. This is in line with the explanation of learning that learning is an effort in the process of regulating and organizing the environment of students at school both inside and outside the classroom so that students can grow and encourage the learning process in obtaining a result that is applied according to the objectives set (Pane & Dasopang, 2017).

The disciplinary values contained in the Rindam VI/Mulawarman non-formal education training regarding the discipline of complying with rules and regulations, punctuality, maintaining cleanliness, and dress neatly are also found in the school at SMPN 17 Banjarmasin, but the portion of disciplinary guidance adjusts to students about giving punishment nor follow-up. The discipline shown by students through educational training activities held at Rindam VI/Mulawarman can certainly be used as a source of social studies learning in schools. Learning resources can be inserted with social values through the learning process that takes place in school and adjusted to

the learning theme so that teachers can provide examples of good behavior to students (Subiyakto & Mutiani, 2019).

CONCLUSION

Rindam VI/Mulawarman is an implementing command for Kodim VI/Mulawarman which has the main task of providing education, training, assessment, and development as well as assisting technical training for units of the VI/Mulawarman Kodam ranks. The tasks carried out by Rindam VI/Mulawarman include education and training from educational programs, non-program education, and training and upgrading. Meanwhile, the non-program education place in Rindam VI/Mulawarman to carry out educational training is at Dodik Bela Negara.

Focus In this study the value of discipline in the Rindam VI/Mulawarman educational training activity is reflected in several disciplinary indicators including compliance with rules and regulations, punctuality, maintain cleanliness, and dress neatly. Rindam VI/Mulawarman educational training activities in disciplinary coaching are in line with existing disciplinary coaching in schools, but the portion punishment nor does not continue if students violate the rules and regulations. Discipline fostering in schools can apply discipline in Rindam VI/Mulawarman with all parties from the teacher, and school members are consistent in carrying out disciplinary guidance in obeying rules and regulations and giving punishment. Thus, the value of discipline in Rindam VI/Mulawarman can be integrated into the social studies learning as an example in developing strong discipline in schools.

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