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Students' Disciplined Character as the Effort to Improve Self-Esteem and Academic Performance

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Abstract: This study reports the results of 1-year investigation into students' disciplined characters with their self-esteem and academic performance. Participants have performed their disciplined behaviour so that the data are explored by using exploratory approach. It focuses on self-esteem and learners' academic performance variables. There are three participants (1 female and 2 males) considered to have high disciplined behaviour were involved in order to investigate the disciplined character relating to self-esteem fixation and academic performance. The data for self-esteem and academic performance were collected by conducting in-depth interviews, participating in observations, and documentary studies and which were analyzed using John W. Creswell's model. The significance of data processed is that the disciplined character makes learners are able to socialize well and constructively with colleagues and educators. Appreciation coming from a disciplined attitude makes learners feel more "precious", because their effort is worthwhile. There is a strong encouragement from the learners to be more disciplined in learning, because they have good academic performance that makes them more valuable (appreciated in learning process) for every effort they do.

Keywords: Discipline, Self-Esteem, Academic Performance.

Introduction

The word discipline means giving knowledge and skills (Nieman & Shea, 2004), so that discipline creates no physical or psychological harm to learners (Maphosa & Mammen, 2011). Discipline reviews the needs of learners in their educational, class, and personal environments through extensive prevention, targeted interventions, and self-development (Osher, Bear, Sprague & Doyle, 2010) by creating respect and acceptance among learners (Shahmohammadi,

2014). Learners with highly disciplined characters report high task orientation, competence, and high autonomous feelings (Spray & Wang, 2001). Having high discipline is able to shape the learners' self-esteem and has a positive impact on the adjustment to learning environment, such as producing "quietness" in the classroom (Lee, 2012; Michael, 2015). Moreover, promoting responsibility for the learners' behaviour is more conducive to effective learning rather than punishment (Demirdag, 2015). Consequently, educators' supportive behaviour on discipline has resulted higher self-esteem than when educators try to control learners' behaviour on discipline matter (Kususanto, Ismail & Jamil, 2010; Prihadi & Chua, 2012).

Positive disciplined characters are shown by learners based on self-control (Purnama, 2006), not by coercion (Babu, 2014). This attitude has proven to keep educators away from stress due to excessive intervention when disciplining learners (Luwer, 1999). Students disciplining on the duty and responsibility are able to complete the learning expectations, whether in the use of time, workload, or in the level of difficulty. For instance, attending the class before the learning begins (07.00) as well as attending 16 meetings makes his absence record '*clean sheet*' or when he performs the task, he is always ready (the media and the material) even though other colleagues are still busy expressing subjective reasons for their negligence. When collecting journals and books, he is always on time while maintaining the quality of his study in order to get satisfaction, i.e. appreciated by others (Jasmadi & Azzama, 2016) as the main psychological health of a person (Neff, 2011). Rohmah's experimentation (2004) found that learners who passed the self-esteem training were able to show self-adjustment toward (i.e. disciplined) the agreed regulations which gradually formed their positive self-esteem because they are loved, accepted, have a harmonious relationship, and give positive impressions to the people around (Baumeister, Champbell, Krueger & Vohs, 2003).

Having disciplined learners underscores the compliance and responsibility of each of his learning activity. When learning in small groups, each learner has contributed to the success of the group with his disciplined character for the responsibility of completing his role. If participants succeed, they guarantee a sense of trust and of harmony among peers and feelings of pride and usefulness to oneself (Wasak, Manggoa & Blegur, 2016). It leads learners to feel satisfaction in learning interaction (Tahir, Inam & Raana, 2015) including consistency in disciplining in all situations that have proven the improvement of academic performance (Luiseili, Putnam, Handler & Feinberg, 2005; Pasternak, 2013; Ehiane, 2014; Simba, Rather & Kabuka, 2016) that merely generate and reinforce his positive self-esteem. Most positive behaviours including discipline disappear from the learners' characters because the educators or peers does not yet understand how to apply it (its form and time). It sounds simple, but it should be done so that learners are able to maintain the character of discipline well and permanently. For instance, giving them a book written by educator himself consistently or journal (inconsistently) or inviting them in front of friends so that educator or teacher can give them appreciation by asking other students to clap hands or shake hands. This is simple but would be good models.

Self-esteem is important in the learning process because it becomes a feature used to correct many erroneous things in interactions (Michael, 2015). Concerning to the values, beliefs and attitudes that the learners hold about themselves as well as describing the value that the learners deserve to get makes they accept themselves as worthwhile person to others during their lifetime (Srivastava & Joshi, 2014). Self-esteem becomes more and more important, because it is the key to the formation of behaviour which affects the thinking process, decision-

making, and value to the individual goals (Apsari, 2013), thus, it is natural that learners who are convinced the action they choice ensures the formation of self-esteem (Lestari & Lestari, 2017). Self-esteem also proves to keep learners away from intimidation (O'Moore & Kirkham, 2001) and simultaneously encourages positive organizational behaviour, such as altruism and virtue (Khaola, 2014) and improves the learners' academic performance in learning process (Srivastava, 1981; Alves-Martins, Peixoto, Gouveia-Pereira, Amaral & Pedro, 2002; Altaey, Ogunsanmi, Makinde & Fashina, 2014; Bhagat, 2016).

Method

Procedure and Participants

The research problem is approached using explanatory method in which researcher gathers the information, or data regarding self-esteem and participants' academic performance from the exploration of learning activities adhering to disciplined character. Such activities can be attending the class on time, the readiness in submitting assignments as well as completeness during the presentation (poster or power point). The log book was used by researchers to record participant behaviours and non-formal times outside the classroom. This is an attempt to avoid any disbelief from participants to share information about the feelings they felt during the learning process that maintain the self-esteem and academic performance. There are 3 participants (1 Female and 2 Males) involved, they are students of Physical, Health, and Recreation Education of Artha Wacana Christian University determined using purposive sampling. It aims to reveal the meaning of self-esteem and academic performance on the their disciplined character in learning. Participants involved are Luan J. J. S. A. (Male, 20 years), Lenama F. (Female, 20 years), Manu R. T. R. (Male, 21 years).

Data Collection and Analysis

The data are collected by using 3 main methods: 1) Observation-participation, observing each of participant learning activity both inside and outside the classroom such as self-esteem development and academic performance, 2) In-depth interviews; investigating how is the feelings when they are appreciated and how are the behaviours referring to the appreciated feelings either inside the classroom or outside the classroom and what strategies do participants use to learn and deliver the presentations in the classroom to the fullest, and 3) study of documentation, reviewing documents, drawings or photographs that implicitly and explicitly display the self-esteem and participants' academic performance to match the data from two other methods such as observation-participation and in depth-interviews so that the data obtained becomes more accurate. Interpretation of data must ensure the significance and thus researcher adopts John W. Creswell model of analysis in 2009 that offers 7 segments of analysis (data collection to the interpretation of themes into meaning).

Results and Discussion

Discipline as a Medium of Positive Socialization

Every learner wants to socialize with other learners and educators in various ways. One of the ways encountered in this case is through the discipline. Unconsciously, learners get high enthusiasm only because of their disciplined behaviour. This starts from becoming the first person chosen by friends in group assignment until getting the trust from the educator to become

the coordinator for discussion group. The experience presented by one of the participants, is that: "When I disciplined I was appreciated, well reprimanded by friends. They do not dare or do awkwardly joke because I follow the rules" (Luan, 20 years). Luan's experience indicated that he felt accepted by friends because of his disciplined behaviour. He is consistent with the social norms that prevail during learning process so that he is able to socialize well in which it is characterized by being loved, accepted, needed, and respected by other learners and educators. This socialization has a wide impact on various activities, when experiencing obstacles, there is the willingness from friends to provide support and assistance to Luan. For instance, he receives loan (without taking interest) when being late to get money for tuition fee or when friends lend him a laptop when his is having trouble. This positive socialization generates much of the credibility from the educators to Luan in development of academic activities, such as being a technical team on research projects and internal dedication.

Acceptance of learners (discipliners) is not due to coercion from others (peers or even educators), but because of a decision as a mirror of a healthy psychological state (Neff, 2011). They are aware of that the involvement of others in socialization activities is crucial; moreover, the interaction constructed is positive and constructive. It always brings solution for a limitations during the learning activities, starting with mutual appreciation and respect (Baumeister, Champbell, Krueger & Vohs, 2003; Shahmohammadi, 2014; Jasmadi & Azzama, 2016). It is also a medium of socialization for self-development during learning activities, both inside and outside the classroom (Osher, Bear, Sprague & Doyle, 2010). The activities of socialization become more meaningful because the disciplined actors are not only socializing by sorting out and choosing a particular colleague and/or social situation but also for anyone who has the same understanding to move forward. Community socialization is more and more formed tightly, because the awareness of that is by sharing information, knowledge, and energy from learners (disciplinarian) and they becomes more satisfied with a certain skill they possess. they becomes useful to others so that his self-esteem is increasingly formed and consistent to keep his disciplined behaviour wherever he is. To appreciate something positive is not wrong, however, as a social creature, appreciation of something positive is important. But it should be underlined that when we are "underappreciated", do not lower our disciplined character.

Discipline is an important variable in completing a learning program in this competitive era. Starting with self-control over time, a learner demonstrate that he is able to complete his responsibilities well. Each learner has a high tendency to succeed, then the socialization parameter used is also based on the success. At the same time, learners with high disciplined behavior characteristics provide evidence that he or she succeeds in learning tasks, academic performance, and learning outcomes, such as completing papers and presentations in optimal and timely, or obtaining satisfactory grades (Luiseili, Putnam, Handler, & Feinberg, 2005; Pasternak, 2013; Ehiane, 2014; Simba, Rather & Kabuka, 2016). This success is the assurance that disciplined learners can be widely accepted in various circles because they have a positive impact on the behavior changing of thinking and acting in the community. They are ultimately trusted and able to maintain harmony in their learning communities (Wasak, Manggoa & Blegur, 2016) as well as are more satisfied and total when interacting during the learning process (Tahir, Inam & Raana, 2015). The beliefs of others make learners gain various and challenging responsibilities so that the trust contributes new knowledge to him as it begins with a new learning experience,

such as helping the educator in completing a particular project, including correcting grades or involving in research that he has not experienced yet in the previous study period.

Attention and Appreciation as a form of Strengthening Self-Esteem

It is not students who seek attention, but it is because the habit that has been formed and patterned in his life. This high consciousness is as a good deterrent from the invasion of external disorders of undisciplined characters modelled by other learners or educators themselves. However, it is necessary to attempt learners' disciplined character to become more solid in his life practically. It also suggests that such characters need to be developed within a wider community, at least in a group discussion or classroom. It is so simply that is by paying attention or appreciating the effort that has been done is by delivering verbal and non verbal compliments or gifts as stated by Manu (21 years old) that is: "We must appreciate the assistance or effort, attention is enough. Attention makes me satisfied because it makes something worth". The attention he gets legitimizes him that he is worth to his surrounding where he studies. His presence can make the nuances of active and solutive learning therefore it can be a model in encouraging others to be a part in positive learning activities such as disciplined character. This is where the emergence of self-esteem makes learners has a "value" in the transformation of learning so that the learners totally civilize and diffuse high disciplined character.

During the interaction in the learning process, educators can use appreciation techniques for learners with good behaviour (Lewis, 2001), such as explicit attention to specific disciplines when they engage in learning activities (Gresalfi & Cobb, 2009) so that there is satisfaction in learners during interaction in the classroom (Tahir, Inam & Raana, 2015). Shaping attention and appreciation is not difficult, simple things that can be used is social cues such as facial expression, vocal tone, body language, and so forth. If it is important, an award in form of material can be planned and agreed, solely to strengthen the discipline practice of learners. Research conducted by Fedor, Davis, Maslyn & Mathieson (2001) recommends that educators can differentiate the rewards types and assess the extent to which different types of rewards moderating self-esteem for the improvements of performance. Because self-esteem affects behaviour, personality, and academic functions (Haney & Durlak, 1988), as well as decision-making on learning goals of learners (Apsari, 2013). Even though it is interesting, educators need to pay attention to the behaviours that should get much attention and respect that in order to maintain the psycho-social stability of other learners. It needs to base on objectivity, honesty, truth, and transparency, so that "reward" does not become a problematic issue in the future which bring inconvenience the educator itself.

As social creatures with high psycho-social dimensions, learners need attention as they are. Thus the practice of discipline which has a positive impact on self and class atmosphere should be appreciated. The contribution of the attention and appreciation that the learners experience (the disciplinary actors) are as a place for others (peers) to ask and discuss, or even regarded as models by educators to be exemplified, such as: "I like the way you deliver the presentation, because it is unique, interesting and easy for me to understand your thoughts". The appreciation gives the impression that disciplinary efforts that learners make is useful (Srivastava & Joshi, 2014) and feeling satisfaction because of his efforts is appreciated by others (Jasmadi & Azzama, 2016). The attention and appreciation of this constructive educator and peers makes the learner feel that he is valuable among the people around (the learning class). Self-esteem then makes

learners to be more motivated and active to learn to improve themselves from time to time in order to have better knowledge and skills than before. An important note for educators is that the attention given should be well communicated to other peers so that there is no offense between fellow learners and that starting paying attention and expressing appreciation based on concrete behavior, not on expectation that is still questionable its action and truth.

Maintaining Self-Esteem and Academic Performance by Studying Hard

Learners should be proud of their own work, not as “dark passengers” who always infiltrate in various learning situations. Certain tasks can be solved, but they do not have a significant impact on their self-esteem and academic performance. Other colleagues assume that it is not his product or work, but others (copy-paste) so that the works accepts less appreciation (especially paper). How to get rid of it is by the habit of standing with our own work, by starting doing the task on time, making meaning to every task well, intact, and deep, doing the presentation simulation actively, and effectively using the time. Learners learn more, because colleagues who often discuss (ask for opinions), before asking questions in the class, confirm the group task, or receive the messages from messenger, whats app or phone about good presentation techniques. This assurance of trust is maintained with accuracy, honesty, and truthfulness of information, which will only be maintained by digging diligently and confirming the information received as well as ongoing self-development. Luan (20 years) always do this: “Be more prepared, do not waste time on unimportant activities, and becomes a proper model”. Further, Lenama added: “Do not wait for work on the day. When you practice from a presentation, need not to memorize, yet record important material in books or papers and study every day before the presentation” (Lenama, 20 years old).

Improvements on self-esteem and academic performance become more and more positive. There is a feeling of “gratitude” when being entrusted in learning projects whether inside or outside the classroom. This trust is either in line with a high motivation to learn by eliminating activities that do not support their vision. They are urged to overcome academic barriers with managing the time wisely. At least, learners avoid being lazy, feeling overwhelmed, being unable to manage time well, and it is difficult to make a decision to stay on a good academic track (Kartadinata & Tjundjing, 2008). The research of Luiseili, Putnam, Handler, & Feinberg (2005), Pasternak (2013), Ehiane (2014), and Simba, Somak, & Kabuka (2016) also gave efficacy that learners’ disciplined behaviour affects directly the academic performance. Students with good disciplined preparation often perform in maximal when i.e. presenting the material, so that they feel satisfied, this also encourages their motivation to learn (Blegur, 2017), and improves their self-esteem slowly. Disciplined characters have helped learners to be more appreciated with the well-improved academic performance. The good of this academic performance also ultimately gives strength to the learners’ self-esteem. they feel appreciated for being able to complete the task (meet the criteria of assessment) which then trigger them to consistently maintain and improve his academic ability continuously by managing time for studying effectively and efficiently.

A highly disciplined learner is beginning to be accepted into his social communities, while at the same time getting the attention and appreciation from educators and peers. He seems to get a new “responsibility” to keep him in thank, appreciated, and respected for his good performance and learning results. The self-esteem changes the process of thinking and acting by

the learner to achieve goals, such as being active in learning (Apsari, 2013), he believes that his choice can change his pride because his actions are efficient (Lestari & Lestari, 2017), by prioritizing positive self-empowerment (O'Moore & Kirkham, 2001; Khaola, 2014). The creation of learners' motivation that distinguishes fundamentally is that being accepted and appreciated for the disciplined character, it encourages learners to be more active in learning so that their performance and learning outcomes remain increasing and in positive trend. The openness of educators and peers to the disciplined character is proved to encourage learners to always improve themselves so that he himself can provide performance and quality in learning activities (Srivastava, 1981; Alves-Martins, Peixoto, Gouveia-Pereira, Amaral, & Pedro, 2002, Priyadharshini & Relton, 2014; Alokun, Ogunsanmi, Makinde, & Fashina, 2014; Bhagat, 2016). Exploring self in various situations (downloading or copying proceeding, journal, or video presentation) is as a form of active learning behavior. As a result, active learners do not limit their learning activities in the classroom, but learn without place, time, and age limitation.

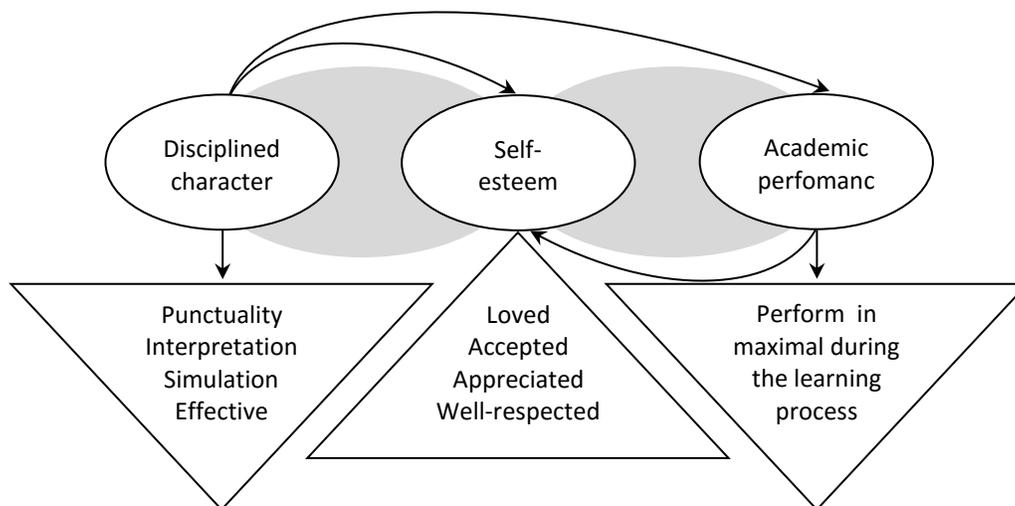


Figure 1. Relation model of disciplined character, self-esteem, and academic performance.

Conclusion

Disciplined character becomes an important part of learning activities. It familiarizes learners to prepare themselves with various actions that assist them to overcome learning difficulties, such as stacking of tasks, interpretation of material, and performance demands. Disciplined character has ensured the construction of positive and healthy socialization in the learning environment. There are examples need to be imitated, since learners successfully prove the action in a particular activity (expounding the material in maximal). This example makes learners get more attention from educators and colleagues so that they become to be more motivated to always do that. Getting the learners to get more attention from educators and colleagues so that he became more motivational terms to always do it. They are accepted, loved, and respected for not to ignore the duties and responsibilities through self-empowerment and the surroundings. Attention also provides a strong affirmation in the formation and development of self-esteem when accepting the social response of surrounding communities. We must consistently maintain our disciplined character so that we can get a "place" in the appreciation

of educators and other learners. Another effort is to maintain discipline in order to improve the academic performance from time to time; this is also a way for students to improve their self-esteem. Finally, this study contributes to encourage and motivate learners to maintain and develop the disciplined characters in a more complex environment and to inspire others in order to help them improve self-esteem and academic performance.

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