

**MODEL INTERNALISASI NILAI KARAKTER DISIPLIN  
UNTUK MENUMBUHKAN BUDAYA POSITIF DI  
LINGKUNGAN SEKOLAH**

**DISERTASI**

Diajukan untuk memenuhi sebagian syarat untuk memperoleh  
gelar Doktor Pendidikan pada Program Studi Pendidikan Umum dan Karakter



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**MODEL INTERNALISASI NILAI KARAKTER DISIPLIN UNTUK  
MENUMBUHKAN BUDAYA POSITIF DI LINGKUNGAN SEKOLAH**

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MENUMBUHKAN BUDAYA POSITIF DI LINGKUNGAN SEKOLAH**

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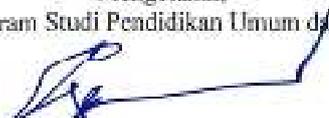
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## PERNYATAAN

Dengan ini saya menyatakan bahwa disertasi dengan judul "Model Internalisasi Nilai Karakter Disiplin untuk Menumbuhkan Budaya Positif di Lingkungan Sekolah" ini beserta seluruh isinya adalah benar-benar karya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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## ABSTRAK

### MODEL INTERNALISASI NILAI KARAKTER DISIPLIN UNTUK MENUMBUHKAN BUDAYA POSITIF DI LINGKUNGAN SEKOLAH

**Akmal Rijal**

Sekolah sebagai sebuah komunitas mempunyai tugas utama dalam program penguatan pendidikan karakter yang gencar digaungkan oleh pemerintah sebagai sebuah produk kebijakan. Beberapa penelitian menunjukkan bahwa dalam pelaksanaannya masih dihadapkan pada persoalan masih lemahnya kemampuan sekolah dalam pembangunan karakter disiplin siswa padahal aturan dan konsepnya telah dibuat sekolah. Penelitian ini bertujuan untuk: 1) mendeskripsikan model empiris internalisasi nilai karakter disiplin untuk menumbuhkan budaya positif di lingkungan sekolah, 2) mendeskripsikan rumusan konseptual model internalisasi nilai karakter disiplin untuk menumbuhkan budaya positif di lingkungan sekolah, dan 3) mendeskripsikan efektivitas model internalisasi nilai karakter disiplin untuk menumbuhkan budaya positif di lingkungan sekolah. Dengan prosedur pendekatan kualitatif dan kuantitatif, peneliti melakukan proses penelitian dengan metode *Research and Development (R&D)*. Pada tahap penelitian, teknik pengumpulan data menggunakan angket pengetahuan dan sikap siswa, observasi, wawancara, dan studi dokumen, kemudian mengembangkan angket internalisasi nilai karakter disiplin. Hasil penelitian menemukan dan mengkonstruksi realitas model empiris pelaksanaan karakter disiplin di sekolah, merancang rumusan konseptual model hipotetik internalisasi nilai karakter disiplin dengan indikator disiplin waktu, disiplin perilaku, disiplin menaati aturan dan disiplin akademik melalui budaya positif, keyakinan dan kontrol guru, serta menguji efektivitas model internalisasi nilai karakter disiplin untuk menumbuhkan budaya positif di lingkungan sekolah. Berdasarkan hasil pengujian menunjukkan skor *Relative Autonomy Index (RAI)* tertinggi 4.60 s.d. 6.60, dimana proses internalisasi nilai karakter disiplin dalam diri siswa meningkat secara positif dari motivasi terkontrol berubah menjadi motivasi otonom. Atas dasar itu, model internalisasi nilai karakter disiplin dapat menjadi rekomendasi untuk diterapkan di sekolah.

**Kata kunci:** Model Internalisasi, Nilai Karakter Disiplin, Budaya Positif, Sekolah.

## ABSTRACT

### INTERNALIZATION MODEL OF DISCIPLINE CHARACTER VALUES TO FOSTER A POSITIVE CULTURE IN THE SCHOOL ENVIRONMENT

**Akmal Rijal**

Schools as a community have the main task in strengthening character education programs that are intensively echoed by the government as a policy product. Several studies show that in its implementation, it is still faced with the problem of still weak school ability in building student discipline character even though the rules and concepts have been made by the school. This study aims to: 1) describe the empirical model of internalizing disciplinary character values to foster a positive culture in the school environment, 2) describe the conceptual formulation of the internalization model of disciplinary character values to foster a positive culture in the school environment, and 3) describe the effectiveness of the internalization model of disciplinary character values to foster a positive culture in the school environment. With qualitative and quantitative approach procedures, researchers carry out the research process with Research and development (R&D) methods. At the research stage, data collection techniques use questionnaires of students' knowledge and attitudes, observation, interviews, and document studies, then develop questionnaires internalizing disciplinary character values. The results of the study found and constructed the reality of the empirical model of the implementation of disciplinary character in schools, designed a conceptual formulation of a hypothetical model of internalizing disciplinary character values with indicators of time discipline, behavioral discipline, discipline obeying rules, and academic discipline through positive culture, teacher beliefs, and control, and tested the effectiveness of the internalization model of disciplinary character values to foster a positive culture in the school environment. Based on the test results, it shows the highest Relative Autonomy Index (RAI) score of 4.60 to 6.60, where the process of internalizing the value of discipline character in students increases positively from controlled motivation to autonomous motivation. On that basis, the model of internalization of disciplinary character values can be a recommendation to be applied in schools.

**Keywords:** *Internalization Model, Disciplined Character Values, Positive Culture, School.*

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