Self Regulation, Emotional Intelligence With Character Building In Elementary School

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Self Regulation, Emotional Intelligence With Character Building In Elementary School

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Abstract—This study aims to describe the effect of self-regulation, emotional intelligence to character building in the fourth grade of elementary school. The sample of the study consisted of 150 student's elementary school from Meurawa districts in Banda Aceh. This research uses Quantitative method with survey method and correlation technique. The result of this research analysis show (1) existence of positive relation of self-regulation with character formation (2) existence positive correlation of emotional intelligence with character building (3) existence positive relation of self-regulation and emotional intelligence with character building. Emotional intelligence is the higher cognitive so that the individual recognizes, understands, and uses emotions better.

Keywords—self regulation; emotional intelligence; character building; elementary school

I. INTRODUCTION

Character education describes a developed curriculum to teach children about the essential characteristics needed to build good character. This is one of the deliberate attempts to develop character for individuals and society as a whole [1, 2].

Hoge [3] defines character education as an open or conscious effort to influence the development of the desired nature or quality of the individual.

EI is more important than IQ. Emotional intelligence is a rare concept; this is an academic phenomenon and is becoming popular which has resulted in extensive literature [4].

In the definition, emotional intelligence is a higher cognitive that allows individuals to better understand, understand, and use emotions [5].

Social intelligence in children as the ability to understand and manage in acting wisely in human relationships and the surrounding environment. Schools need attention not only about students' cognitive development but also about social and emotional development [6].

Curriculum 2013 and the process of learning Citizenship Education in Elementary School is one focus as an effort to build the character of students. It deals with teaching students to develop the ability to decide how to behave in the right way in various social situations in order to develop individuals who are able to understand moral values and who choose to do the right thing.

Learning activities Citizenship Education in Elementary School oriented to the formation of competence of learners in accordance with the development of psychological, intellectual, emotional and social [7]. Komalasari [8] in his research argues that civic education is oriented towards "contextual plural intelligence". Concepts that open minds about more creative, active-participatory, and meaningful and enjoy able learning needs.

The main key is to educate the EI development in two minds with a focus on how cognitive and emotional mind [9].

Intelligent emotional behavior is reflected in the ability to think constructively and behave wisely. Behavior wise and effective requires the ability to organize and express emotions in a healthy way. EI skills align the cognitive and emotional mind and are essential for effective behavior.

II. THEORETICAL

A. Emotional Intelligence (EI)

The five domains of EI (emotional intelligence), namely self-awareness, managing emotions, motivating oneself, empathy and dealing with relationships, which helps to understand emotional learning in private [10]. There are details of five of these characteristics because it has a high EI:

- Self-awareness is knowing and about the emotions of a person.
- Managing emotions or mood management is able to manage feelings for the present situation and take action appropriately.
- Self-motivation is to direct yourself to a good goal, regardless of doubt.
- A sense of empathy that recognizes the feelings of others and turns them into verbal and non-verbal cues.
- Managing relationships is managing interpersonal interaction, maintaining good relationships with others and being able to negotiate with the surrounding environment.

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Steps to assess EI [11,12]: (1) Personal competence with regard to: (a) Self-awareness: Recognizing and understanding emotions while in a situation; and (b) Self-management: Using self-emotional awareness to manage responses to different situations and people. (2) Social competence, including: (a) Social awareness: Understanding others' perspectives including the motivations, emotions, and meanings of what they do and say; and (b) Relationship management: Using awareness of one's own emotions and emotions to manage relationships with successful outcomes.

EI has a long-lasting impact and it is becoming very important to many parents and educators who are concerned with the increasing levels of conflict on children. The conceptualization of emotional intelligence encompasses three types of mental processes: judgment, justifications, and expressions of emotional intelligence that surround three types of mental processes: emotional assessment and expression, emotional regulation, and emotional utilization [11].

The development of EI is to educate two minds with a focus on how cognitive and emotional thinking works reflected in the ability to think constructively and behave wisely. A wise and effective behavior requires the ability to organize and express emotions in a good way. EI skills align the cognitive and emotional mind to behave effectively [9].

B. Self Regulation

Self-regulation refers to the ability to change one's behavior [13]. Self-regulation consists of three phases: top-down, reflection, and bottom-up. Zimmerman [14] self-regulation consists of three top-down phases, reflection, and bottom-up. The first stage is the previous thinking, top-down processing by setting learning goals. The second stage is performance. During this phase of learning use bottom-up processing by monitoring one progress by realizing one cognition, motivation, and behavior [15]. The third stage is self-reflection. At this stage, students judge a performance and determine what works and what can be improved in order to get better [16].

A person's behavior needs to possess high emotional intelligence. A person with high intelligence (EI) and strong self-regulatory skills will assist them in academics and interact with others [17].

Emotional awareness and self-control, positive thinking, empathy, and compassion for others are all related to emotional intelligence.

C. Building Character

Schools have an important role to play in the development of children's social and emotional growth. Educators must find ways to infuse the curriculum with character building [18].

Character is a behavior that is shown externally to form individual traits. Individual characters have been shaped by the selection of moral cognition, the emotion expressed in behavior. The character that entraps allows human beings to consider moral, emotional, and action in certain contexts [18].

Character education describes curriculum developed to teach children about essential traits needed to build good character. It is a deliberate effort to develop noble character and cultivate core virtues that are worthy for the individual and society as a whole. It requires careful, calculated planning for success [11,22]. It deals with teaching students to develop the ability to decide how to behave in an appropriate manner in various social situations with the purpose of developing individuals who are capable of understanding moral values and who choose to do the right thing [20].

III. METHOD

This study aims to describe and examine the effect of self-regulation variables, emotional intelligence with character formation. The research method used quantitative method, with population of all fourth grade students in Meuraxa district Banda Aceh, then 150 students as research sample. The selection of research samples using random sampling. This study uses Likert scale, and implemented in Meuraxa district school of Banda Aceh. This research using correlation by using SPSS version 24. The research design as follows fig. 1:

![Fig. 1. Design Correlation of Variables](image)

IV. RESULT AND DISCUSSION

The hypothesis of this research is: (1) the influence of self-regulation with building character, (2) the influence of emotional intelligence with building character, (3) self-regulation and emotional intelligence with character building. Based on the calculation results obtained data as follows table 1 and table 2:

<table>
<thead>
<tr>
<th>TABLE I. DESCRIPTIVE STATISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building Character</strong></td>
</tr>
<tr>
<td>Building Character</td>
</tr>
<tr>
<td>Self Regulation</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TABLE II. RESULT OF COEFFICIENTS VARIABLE X1 AND X2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>1 (Constant)</td>
</tr>
<tr>
<td>Self Regulation</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
</tr>
</tbody>
</table>

Regression Equation: \( Y = 0.673 + 0.250X_1 + 0.774X_2 \).

From the results of the analysis presented in the table 2,
obtained the price: $1 = 3,431; db = 146; p-value = 0.001 / 2 = 0.0005 < 0.05$, or $H_0$ is rejected. Thus, Self-regulation positively influence with building character. From the results of the analysis presented in the table 2, obtained the price: $t_2 = 10.401; db = 146; p-value = 0.000 / 2 = 0.000 < 0.05$, or $H_0$ rejected. Thus: Emotional Intelligence positively influence with building character.

### TABLE III. RESULT OF REGRESSION

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6068,356</td>
<td>3</td>
<td>3324,183</td>
<td>579.66</td>
<td>0.00*</td>
</tr>
<tr>
<td>Residual</td>
<td>820,714</td>
<td>45</td>
<td>18,270</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6889,060</td>
<td>48</td>
<td></td>
<td>579.66</td>
<td>0.00*</td>
</tr>
</tbody>
</table>

* Dependent Variable: Building Character

From the table 3 obtained the price $F = 579.66; db = (3,146); p-value = 0.000 < 0.05$, $H_0$ rejected. Thus: Self-Regulation and Emotional Intelligence positively influence with building character.

### TABLE IV. RESULT OF CORRELATION

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>R Square Change</th>
<th>F Change</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.42</td>
<td>0.18</td>
<td>0.16</td>
<td>2.367</td>
<td>0.07</td>
<td>0.35</td>
<td>0.00</td>
</tr>
</tbody>
</table>

* Predicators: (Current), Emotional Intelligence, Self-Regulation

From the analysis presented in the table 4, obtained the price: $R^2 = 0.358; F = 579,663; db = (3,146); p-value = 0.000 < 0.05$ or $H_0$ is rejected. Thus: The influence of Self-regulation and Emotional Intelligence positively influence with the building character of 0.887 or 88.70%.

Based on the results of these calculations in a finding that there is a positive relationship between self-regulation and emotional intelligence to build character in elementary school students. These findings are also reinforced because self-regulation is the ability of individuals to adjust their cognition, emotion, and character behavior to meet intrinsic and extrinsic demands [21]. Self-regulated behavior within the context of classes is supposed to involve the cognitive and basic affective executive control functions [22,23]. In the self-regulatory literature, two main competing theories concern self-regulatory structures [24,25]. The first theory assumes that self-regulation is a common-domain ability without a clear differentiation between components such as emotional self-regulation and behavior [25,26,27]. From this perspective, a similar process is common in all self-regulatory domains [28], and self-regulation is regarded as a limited shared resource in behavioral, emotional, and cognitive domains [25,26]. Thus, the development of self-regulation of behavior and emotions during primary school has focused on the external social aspects, and the most prominent parenting style needs to be more thoroughly examined.

### V. CONCLUSION

Based on the results of data analysis can be concluded:

- Self-regulation positively influence with building character.
- Emotional Intelligence positively influence with building character.
- Self-Regulation and Emotional Intelligence positively influence with building character.
- Influence of Self-Regulation and Emotional Intelligence have positive effect with building character equal to 0.887 or 88.70%.
- Self-regulation is an ability possessed by the individual in controlling behavior, and manipulates a behavior by using the ability of his mind so that the individual can react to his environment.
- Self-regulation and emotional intelligence the basis of the socialization process as it relates to all domains in physical, cognitive, social, and emotional development.

### REFERENCES

Analysis of Elementary School Teachers’ Work Discipline at UPTD Education in Banyumanik, Semarang City

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Analysis of Elementary School Teachers’ Work Discipline at UPTD Education at Banyumanik, Semarang City

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Abstract. This study is aimed to describe the elementary school teachers’ work discipline at the UPTD Education in Banyumanik, Semarang City. The study involved 162 elementary school teachers. The instrument used in this study was a questionnaire consisting of 30 statement items, and 5 indicators of work discipline for elementary school teachers. The findings showed that each indicator of discipline of time was very good (90.8), discipline of work was good (90.1), discipline in work atmosphere was very good (91.4), discipline in serving community was good (88.9), discipline of attitude and behavior was sufficient (75). Overall, the work discipline of elementary school teachers was good (87). These findings indicated that the elementary school teachers at the UPTD education in Banyumanik, Semarang City worked in well-discipline.

Keywords: work discipline, teacher and elementary school

1 Introduction

Education, as stated in Act Number 20 of 2003 concerning National Education System, is a process carried out consciously and planned to actualize fun learning atmosphere and learning processes so that students become very active and develop their potentials in order to increase their knowledge, insight and experience to determine their life goals, by which they can eventually gain broader insight for a better future.

The purpose of national education as explained in Article 3 is to develop students’ potentials in order to become faithful and fearful human beings to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, disciplined, responsible and democratic citizens. (Act Number 20 of 2003, 2012). Education is a process in which practice involves various aspects to support students’ success and to develop their existing potentials, either cognitive, affective or psychomotor aspects. Education is also a basic need in human life because human being education will always count on knowledge, attitudes, and habits which are in accordance with existing norms (Afandi & Yustiana, 2016).

Education of discipline character is an important thing to consider in order to foster a person’s character. Armed with the value of discipline character will encourage the growth of other good character values, such as responsibility, honesty, cooperation, and so on (Wuryandani, Maffud, & Badimansyah, 2014). Undisciplinary behavior is also often found in school environments, including elementary schools. Some examples of such undisciplined behavior are including: late coming to school, wearing incomplete uniform in accordance with what’s stated in the school rules, sitting or walking comfortably on grass with clear written notification “prohibited to stomp on the grass”, littering, scribbling on the walls of schools, skipping school, submitting tasks late, not putting uniforms on according to the rules, and so on.

Discipline stated in (Government Regulation, 2010) concerning the Discipline of Civil Servants is explained that discipline is the ability of Civil Servants to comply with obligations and avoid prohibitions specified in the legislation and/or official regulations with respect to giving penalty to those who violate and disobey. In addition, various rules established by a school or educational institution have a very important role in creating discipline so that teachers can comply with and implement the rules. The rules or norms are usually followed by sanctions given when they are found violating. The sanctions can be in the form of both oral and written reprimands, suspension, degrading position,
and even job dismissal. It depends on the amount of violations committed by a teacher.

This is in line with the explanation (Wuryandani et al., 2014) that educator’s moral and character have a major role in students’ moral development through a hidden curriculum manifested in interpersonal environment of schools and classrooms. In classroom, teachers need to do various things to support the success of the discipline character education program, among which are having a very close and warm relationship with students, turning classroom into a laboratory discipline for students, controlling the students’ behavior, and provide time to address the issue of behavior which is not in accordance with the rules that should be.

It is intended that teachers work in discipline and become responsible for their work. If their work discipline is very high, it is expected that they can complete assignments quickly and precisely so that job satisfaction arises (Mulyasa, 2013).

Thus, it is clear that the teacher’s work discipline is the main factor which determines the success of learning quality in elementary schools. Thus in this article describes discipline of elementary school teachers are adjusted to schedule, therefore, this study is aimed at describing the elementary school at the UPTPT Education Banyumanik, Semarang City.

2 Research Method

The research method used was quantitative descriptive. The research site was carried out in all state elementary schools at UPTPT Education Banyumanik, Semarang City, Central Java, as many as 31 schools. Population is a generalization area consisting of objects with certain quantity and characteristics determined by researchers to be studied and then drawn to conclusions (Sugiyono, 2016).

The population in this study were State Elementary School teachers at UPTPT Education Banyumanik, Semarang City, with a total of 7 Teacher Working Groups, and the overall class teachers were 272 community. In this study, the sampling technique was done by using simple random sampling of area with sampling respondent determination in lottery. The samples gained in this study were 162 teachers. The sampling technique was conducted by random method of each UPTPT Education Group in Banyumanik, Semarang City. The determination of the teachers was drawn based on the Teacher Working Group, then the teachers in each school were randomly sampled with the reason that each school and teacher of each school had the same opportunity as a sample.

The data collection of this study was conducted using questionnaire. Questionnaire is a technique or method of collecting data indirectly (the researcher did not directly ask the respondents). The questionnaire instrument contained a number of questions or statements that must be answered or responded by the respondents (Samadnata, 2013). To capture information or data from the respondents, the research instruments are prepared. The questionnaire instruments were made based on conceptuality, including conceptual definition, operational definition, and research instrument guidelines, instrument calibration. Validity and Reliability Testing. The number of statements has four alternative answers. The measurement scales of the questionnaire instruments were made based on Likert scale with four alternative answers, namely: (1) Always with a score of 4. (2) Often with a score of 3. (3) Sometimes with a score of 2. (4) Never with a score of 1.

The research data were collected, analyzed descriptively with the criteria in accordance with the regulation of minister of Utilization of State Apparatus and Bureaucratic Reform 2009 article 15 as follows: a. values of 91 to 100 are called very good; b. values of 76 to 90 are called good; c. values of 61 to 75 are sufficient; d. values of 51 to 60 are called medium; and e. values up to 50 are called less.

3 Findings And Discussion

3.1 Findings

The findings of this study focus on those related to the work discipline of elementary school teachers, which was composed of discipline of time, discipline of work, discipline in working atmosphere, discipline in serving community, discipline of attitude and behavior.

Based on the data analysis, it was found that the average score was 87 for work discipline with ‘good’ criteria. In addition, based on the number of teachers participating in this study, there was discipline criteria of teacher work from 162 teachers, 60 teachers were identified (37.04%) with ‘very good’ work discipline criteria; there were 85 teachers (53.47%) on the criteria of ‘good’, there were 16 teachers (9.88%) on the criteria of ‘sufficient’, and there was 1 teacher (0.62%) on the criteria of ‘medium’.

Meanwhile, the achievement of the indicators of elementary school teachers’ work discipline, which was composed of time discipline, work discipline, working atmosphere discipline, discipline in serving community, discipline in attitude and behavior at the UPTPT Education Banyumanik are presented in Table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discipline in time</td>
<td>90.8</td>
<td>Very Good</td>
</tr>
<tr>
<td>2</td>
<td>Discipline in work</td>
<td>90.1</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Discipline atmosphere</td>
<td>91.4</td>
<td>Very Good</td>
</tr>
<tr>
<td>4</td>
<td>Discipline in serving community</td>
<td>81.9</td>
<td>Good</td>
</tr>
</tbody>
</table>
The data showed that the score of elementary school teachers' work discipline on each indicator as follows, the discipline in time was 90.8, the discipline in work was 90.1, the discipline in work atmosphere was 91.4, the discipline in serving the community was 88.9, the discipline in attitudes and behavior was 75. The average score of the five indicators was 87 and classified as 'good'.

The indicator of discipline in time of the elementary school teachers was classified as "very good". This shows that the teacher had already had discipline in time, both obeying task time, using time well, and completing the task on time.

The indicator of discipline in teachers' work was classified as 'good', showing that teachers owned discipline in work based on three item statements, namely complying with work rules, preparing teaching equipments, and performing basic tasks.

The implementation of discipline in teaching atmosphere was at the criteria of 'good' based on sub-indicator, namely utilization of work environment, good relationships and maintaining rights and obligations so as to balance.

The implementation of discipline in serving community was in 'good' criteria. The highest criterion was in the statement item of serving students with very good criteria. Whereas, in the criteria, both seen from discipline in serving community were the teacher's discipline in serving students, parents and the surrounding community.

The indicator of discipline of elementary school teachers' attitude and behavior was in the criteria of 'good'. In this case, for the statement concerning behavior, it needs to be improved because it is in sufficient criteria, while the highest criteria are in the statement item, paying attention to attitudes and self-esteem, which were with good criteria.

3.2 Discussion

The findings indicate that the work discipline of Banyumanik Elementary School Teachers in Semarang City was at the criteria of 'good' as proven by the results of the instrument on teacher work discipline, which consists of five indicators, namely discipline of time, discipline of work, discipline of work atmosphere, discipline in serving community, discipline of attitudes and behavior.

First, in the discipline of time, teachers were asked dealing with time, either to obey tasks, to manage time well and to complete the tasks on time, the findings showed that the elementary school teachers' discipline was very good. As confirmed by (Danim, 2015) that self-discipline (self-discipline) as the ability to position yourself to take action regardless of the emotional atmosphere. In other words, self-discipline is a self-control and a self-consistency. For a teacher, teacher discipline is the ability of the teacher to position himself to take certain actions in accordance with substance, procedure, time limit, and criteria for them goals to achieve.

Second, the discipline of teachers' work, whether obeying work rules, preparing teaching, equipments, and carrying out the main tasks, the findings of the study indicate that the elementary school teachers had the discipline of work with the criteria of 'good'. (Aqib, 2012) asserts that discipline is an action displaying orderly behavior and complying with various rules and regulations. In line with Aqib, stating that work discipline is an attitude, behavior, and action that is in accordance with rules both written and unwritten, and if violating, there will be sanctions for the violations. (Susanty & Bastoro, 2012) In line with (Rahman, 2014) state that implementing discipline is an important activity which needs to be done to improve the discipline of teachers at school, because the core of the coaching discipline is discipline itself firmly especially in providing sanctions to those who violate the discipline. The provision of sanctions is intended to raise awareness so as not to violate work discipline, such as a delay between when a goal is formulated and when that goal is achieved.

Third, the discipline of the teachers' atmosphere by utilizing the work environment, establishing good relationships and maintaining a balance between rights and obligations, the findings of the study showed that the elementary school teachers were in the criteria of 'good'. (Stanley, 2014) emphasizes that discipline and academic performance is the key to success in the field of education and both are strategies used to instill positive behavior and character of students, self-control and regulatory compliance at school. The same thing was conveyed by (Ariani, 2013) that the indicators of the work culture of the teaching staff are as follows: (1) the physical environmental conditions of work, including: awarding, providing welfare, fulfilling infrastructure and facilities (2) work environment conditions, including: support in carrying out tasks; being able to design work, supervision and work discipline, communication and interaction with peers, parents of students, principals and community environment, principal's leadership functions, establishing individual policies, school programs in accordance with the nature and objectives, setting compensation policies and school management.

Fourth, the implementation of discipline in serving community with sub-indicators of serving students, parents and the surrounding communities, the findings showed that the elementary school teachers had
discipline in serving the community with ‘good’ criteria. (Niesche, 2010) reveals that community or environment discipline is a period of social control where power is no longer used to punish individuals who violate, but to improve their potential. To achieve this, there needs to be a mechanism that can function corrective as an evaluation of various elements of society.

Fifth, the discipline of attitudes and behavior with sub-indicators, such as paying attention to attitudes, behavior and self-esteem, the findings of the study showed that the elementary school teachers had the discipline of attitudes and behavior with ‘good’ criteria. Affirmed by (Walters & Frei, 2007), discipline is related to how someone behaves, namely management and self-control. Therefore, classroom management is the teachers’ responsibility. In line with (Susanto & Baskoro, 2012), work discipline in an attitude, behavior and deed based on rules both written and unwritten, and if there is a violation, there will be sanctions for the violation.

The teachers’ work discipline consisted of these five indicators, namely discipline of time, discipline of work, discipline of work atmosphere, discipline in serving community, discipline of attitudes and behavior, must be owned by teachers in order to guarantee the quality of the implementation of learning process in elementary school.

In this study, work discipline refers to attitude of obedience, loyalty and awareness of elementary school teachers toward applicable regulations in the form of behavior and actions in an organization to achieve a certain goal. The indicators to measure work discipline, such as discipline of time, discipline of work, discipline in work atmosphere, discipline in serving community, and discipline of attitudes and behavior.

As confirmed in the opinion of (Shih, Wu, Lai, & Liao, 2015) that lately, positive discipline attitude is the main thing in school and every educator must have this attitude so that it can improve the quality of learning and have a direct impact on the students’ attitudes and discipline. Similar opinions expressed by (Kahani & Karkami, 2015), stating that teacher discipline strategies can have a positive impact on the students’ learning and protect them from cognitive and emotional threats. In this case, it can be hypothesized that when teachers are disciplined, involving students in decision-making and recognizing each student’s character, students will be more responsible in the classroom.

Based on this statement, it can be said that the role of discipline is absolutely necessary in the world of education. Lack of teachers’ discipline can decrease the quality of learning in the classroom as well as trigger negative actions of students, such as disobedient to school rules, late, violence, drug abuse and so on.

Most of the discipline behavior in everyday classroom activities is not clearly written in the learning implementation plan made by the teacher. Most are in the form of hidden curricula which are manifested in teachers’ daily behavior. The teachers’ discipline in entering classroom, wearing uniforms, managing the class is all considered by students.

4 Conclusion
The description of the implementation of work discipline of the elementary school teachers at UPT3 education in Banjumasin, Semarang city is in ‘good’ criteria. This is indicated with an average score of 87. Furthermore, the acquisition of each indicator as follows: discipline of time is very good (90.8), discipline of work is good (90.1), discipline in work atmosphere is very good (91.4), discipline in serving community is good (88.9), discipline of attitude and behavior is enough (75).

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