

# Internalization of Discipline Value through Internet-based Learning: A Case Study on English Learners

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**Keywords:** English Learning, Internet based Learning, Discipline Value.

**Abstract:** The value of discipline does not appear all of a sudden. There is a process of internalization and habituation. In today's learning, the internet has been broadly applied as a medium of finding much information, including that related to English learning. This study aims to describe whether the internet can help learners improve their motivation and discipline, especially for enhancing their English skills. The participants are fifteen English Department students of sixth semester. They are interviewed using four questions regarding the use of the internet in supporting their learning. The analysis is done basically based on the answers of the participants. The results indicate that the internet is indeed useful to support learning and by using the internet most students are more motivated to learn English more. However, they consider that the use of the internet does not make them more discipline. Therefore, the role of the teacher is required in this situation in order to internalize the value of discipline.

## 1 INTRODUCTION

Learning is a process which involves teaching and learning activities that play a role in determining the learners' success. The success or failure of a learning process depends on several factors and conditions. These factors and conditions can come from the learners themselves, the teacher/lecturer, learning methods, teaching media, and subject matters. Learning process should be designed to facilitate learners in understanding the subject matters. Therefore, it is necessary to have discipline attitudes that can help learners (college students in this case) to be aware of the process. With discipline students can enhance their skills and improve their learning based on their self-awareness and thus will be motivated to always learn. Self-discipline can control the learners' behavior so that the tasks can be done and completed optimally. In addition, discipline is a good character building process. By having a good habit, students can pass through the learning process – in this case English – and will bring satisfactory results. There is no success without good self-discipline. However, discipline must be instilled and developed with willingness and sincerity. The process of this value-developing is

called internalization, which should be incorporated through the learning activities. For this case, learning activities applying internet assistance can be used to internalize the value of discipline, especially in the process of learning English. For this reason, this research is conducted to explore more about the process of internalization of discipline value through the process of learning English which is assisted by the internet.

## 2 THEORETICAL FRAMEWORK

We strongly encourage authors to use this document for the preparation of the camera-ready. Please follow the instructions closely in order to make the volume look as uniform as possible (Moore and Lopes, 1999).

### 2.1 Value Internalization

The process of internalizing values means the recognition of external values that are considered necessary to belong to a person (Hakam, 2016). This process of value internalization is done through the following stages (Hakam, 2016):

### 2.1.1 The Stage of Value Transformation

A process run by the teacher/lecturer in informing about discipline value. At this stage there is only a verbal communication process between the trainer and the trainee. This value transformation is only a transfer of knowledge from trainers to trainees. The value delivered merely reaches the trainees' cognitive area, thus it is very likely to easily disappear if the trainee's memory is not enough good.

### 2.1.2 The Stage of Value Transaction

It is a process of value internalization through two-way communication between trainers and trainees, resulting in the process of interaction. Given these value transactions, the trainer can influence the trainees' value through modeling, while the trainees can accept the new value adjusted to theirs.

### 2.1.3 The Stage of Trans-Internalization

It is a process of internalization of value through a process that involves not only verbal communication but also personality communication displayed by the trainer through modeling, through conditioning and through the process of habituation to behave in accordance with the expected value. Therefore, trainees are invited to understand values, trained to actualize the values, acquire concrete examples of how the value is implemented in everyday life, and have the opportunity and habituation to actualize the value. With this trans-internalization it is expected that the internalization of values occurs in the trainees' cognitive, affective and psychomotor aspects.

## 2.2 Discipline

Self-discipline is the conscious and responsible effort of a person to organize, govern and control their behavior and attitude so that their existence does not harm others and themselves (Trisnawati, 2013). Meanwhile, Lickona states that self-discipline forms us to not follow the desires of the heart that may lead to the humiliation of self-worth or self-destruction; it is to pursue what is good for ourselves, and to pursue healthy or positive desires in an appropriate level. Self-discipline also shapes us not to be content with what we have achieved, by developing skills, working with time-management aimed at producing something meaningful for life (Lickona, 2015). Discipline is an effort to control oneself and the mental attitude of the individual or

society in developing compliance and obedience toward rules and orders based on the encouragement and consciousness that come from the inside of hearts (Tu'u, 2004).

Furthermore, the functions of discipline according to (Tu'u, 2004) are as follows: 1). Organizing life together. With discipline, the relationship among individuals can be good and smooth; 2). Building personality. A well-disciplined environment is very influential on one's personality; 3). Training one's personality; 4). Pressure. Discipline can serve as a compulsion to someone to follow the rules that apply in their environment. 5). Punishment. Students who violate the rules should be disciplined or punished with discipline sanction. 6). Creating a conducive environment. Discipline in schools serves to support the implementation of educational process and activities to run smoothly.

## 2.3 The Learning Process using the Internet

Ranasinghe and Leisher have conducted research on the utilization of information technology in learning. (Ranasinghe, A. I., & Leisher, 2009) According to them, "... computer can function as tutor via computer based instruction (CBI), integrated learning system (ILS), and intelligent learning system (ILS) and knowledge. Computer can also be excellent resource tools for teaching problem solving and critical thinking skills " (Ranasinghe, A. I., & Leisher, 2009). Moreover, Levin and Arafah (Levin, D., & Arafah, 2002) specifically argue "... the internet as virtual textbook and reference library, the internet as virtual tutor and study shortcut, the internet as virtual study group, the internet as virtual guidance counselor, the internet as virtual locker, backpack , and note book." Additionally, Munir (Munir, 2009) states, "... information and communication technology (e-learning, e-education, e-management, and video conference) enables learners to more easily reach to various parts of the world without being limited by space and time."

In terms of learning foreign language, especially with regard to ICT competencies, Griaznova (Griaznova, 2015) points out that the content of discipline must be considered, in addition to the technical and organizational aspect. She further states that the discipline in foreign language involves not only ICT competences, but also common cultural and professional ones. Thus, the value of discipline must be incorporated in the materials of the lessons. It is in turn "forming general education and professional competences to integrate a foreign

language into educational content throughout the entire period of learning.”

### 3 METHODS

This study applies a qualitative approach. The participants were fifteen students majoring in English. They were at their sixth semester when the data were gathered. The instrument for gathering data was a semi-structured interview which listed four questions related to the topics; they are:

1. Do you regularly learn using information from internet?
2. Does the information on the internet help you learn and improve your English skills?
3. Do the learning activities with the help of the internet make you more disciplined in the process of learning English?
4. Do the learning activities with the help of the internet make you more motivated to improve your English skills?

After each of these questions was answered, it was followed by asking another question ‘why’ or ‘provide reason’ so as to obtain further explanation from the participants. In this situation, it was free for them to answer with any kinds of reasons. Then the results of the interview were transcribed and coded to make it easier to analyze. Afterwards, the data were analyzed based on theory of Hakam (Hakam, 2016), Lickona (Lickona, 2015), Agustin (Agustin, Y. T., Gunanto, Y. E., & Listiani, 2017), Griaznova (Griaznova, 2015) and Trisnawati (Trisnawati, 2013).

### 4 RESULTS AND DISCUSSION

The following figure portrays the whole students’ answers to the four questions asked.

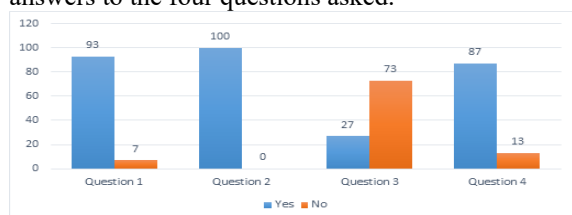


Figure 1: The whole results of students’ answers (in percentage).

The results are then discussed based on figure 1 and in accordance with each of the questions asked.

**Question 1:** *Do you regularly learn using information from internet?*

Ninety-three percent of the interviewees stated that they regularly engage in learning activities with the help of the internet. According to five participants, they routinely do it because it makes them easier to learn. One of them stated that in addition to being easy, learning using the internet can be done more quickly. Five other interviewees stated that there is a large amount of information that can be obtained from the internet. Two of these participants argued that from the internet they can obtain more information compared to what they obtain from books or from face-to-face meetings in the classroom. Other four interviewees stated that the internet helps them obtain additional information to learn. On the other hand, one participant argued that he/she does not depend much on the internet because he/she thinks it is better and easier to understand if he/she learns from others (face-to-face meeting) compared to learning by him-/herself with the help of internet information.

This finding suggests that almost all of the participants consider that the internet is very useful in helping them learn, especially when they need information which is not discussed in the books they have. However, one participant considers that learning using information from the internet is not everything. Meeting and learning from others (in a face-to-face mode) are more important to make him/her more understand about specific topics.

**Question 2:** *Does the information provided on the internet help you learn and improve your English skills?*

All the participants considered that the information on the internet helps them in studying and improving their English. Ten participants stated that obtaining information on the internet can help them in studying and form improving their English language skills. This is because a lot of information is presented in English. Besides, the internet provides useful and important information regarding English learning. One of the participants considered that the information on internet helps him more understand materials which are not discussed in the classroom. Other three participants argued that after reading and absorbing information from the internet, they not only obtain information they need, but also find additional one. Another interviewee stated that searching information on the internet can help him/her in studying and improving English skills

because he/she is able to make self-correction about the way of him/her speaking and writing English.

This finding indicates that improving English skills can be done by using the internet as a medium in obtaining much information. Most information on the internet is provided in English, thus the learners can directly learn from the English native speakers. In addition, such information is useful and important which is possibly not discussed in the classroom meetings.

**Question 3:** *Do the learning activities with the help of the internet make you more disciplined in the process of learning English?*

It is surprising that seventy-three percent of the participants considered that the learning activities conducted with the help of the internet do not make them more disciplined in the English learning process. Six participants stated that this is because there is no encouragement or requirement that forces them to do so. In addition, doing activities for learning using the internet has a number of distractions (doing other things than required and become unfocussed), according to two interviewees. Similarly, two other participants claimed that they have trouble finding the right material from the internet. The interesting view came from one participant who argued that discipline is a self-awareness and it is not based on the medium of learning that someone uses.

These findings imply that seventy-three percent of the participants have not yet understood the value of discipline. They consider that discipline occurs because there is an encouragement or obligation. As a matter of fact, self-discipline as proposed by Perkins, is a conscious and responsible effort of a person to organize, govern and control his/her behavior and attitude of life so that his/her entire existence does not harm him-/herself and others (Trisnawati, 2013). Likewise, Lickona stated that self-discipline shapes us not to follow hearts' desires that may lead to humiliation of self-worth or self-destruction, but to pursue what is good for ourselves, and to pursue healthy or positive desires in a suitable level. Self-discipline also shapes us not to be content with what we have achieved, by developing abilities, working with time-management which is aimed at producing something meaningful for life (Lickona, 2015). For this reason the internalization process of discipline value needs to be done with lecturers' assistance and guidance.

The internalization process can be done through the following stages:

1. The stage of value transformation. It is the process undertaken by the lecturer in informing the value of discipline. At this stage there is only a verbal communication process between lecturers and students. Lecturers should always remind their students about the importance of self-discipline value for the learning process. In every meeting lecturers should always incorporate this value for the learning process. This can be done at the beginning or at the end of the lecture, during an ice breaker, or while checking and reviewing students' assignments and exams. At this stage, the value delivered only reaches the cognitive domain, thus it is much likely to easily disappear if the students' memory is not enough good.
2. The stage of value transaction. It is the process of value internalization through two-way communication between lecturers and students. Modeling is one of the ways to apply activities in this stage. The lecturer gives an example of attitude shown during the learning process. In Bina Nusantara University, the learning process is run by applying Binus Maya – a website which is created to provide lecturers and students of Bina Nusantara University with materials and activities of learning. Through this medium, lecturers can demonstrate discipline by completing the attendance and session logs in time, assigning tasks through the assignment feature, or providing discussion topics through the 'discussion forum' feature especially at Guided Self Learning Class (GSLC) session. GSLC is a class session when lecturers and students do not meet face-to-face. In this session, lecturers usually provide a topics to discuss or assign students to submit a task. Then they can meet online by discussing the topics. The submission of the assignment through Binus Maya is always set up with the deadline feature. Thus, students cannot submit when the deadline is due. Furthermore, the lecturer should immediately check the assignments so that the students can find their lecturer's feedback. In addition to assigning tasks, lecturers can also provide discussion topics within the discussion forum feature so that students can discuss the topics

independently among them. In this situation, lecturers only act as facilitators and resource persons when necessary. Thus, the lecturers should show their discipline in monitoring and guiding the discussion.

3. The stage of trans-internalization. It is the process of internalization of value through a process that is not only done through verbal communication but also accompanied by personality communication displayed by the lecturer through a role model, through conditioning and through the process of habituation to behave in accordance with the expected value. Students are invited to understand values, trained to actualize values, acquire concrete examples of how the value is implemented in everyday life, as well as to have the opportunity and habituation to actualize the value. For example, students are shown with a video containing a communication using English. This video can be easily accessed on the internet ('YouTube' for example). The communication in the video may contain some polite ways of communication in English with English cultural background. The activity which can be done after watching the video is that the lecturer and the students discuss how the communication happens and how the politeness can be applied in the local culture. Then the students are assigned with a role-play activity which applies the rules shown in the video. Using this activity, students are expected to learn by case study of how English is used in the communication with their local cultural background.

At the end, it is expected that internalization of values occurs in the students' cognitive, affective and psycho-motoric aspects.

**Question 4:** *Do the learning activities with the help of the internet make you more motivated to improve your English skills?*

The results show that eighty-seven percent participants stated that learning activities conducted with the help of the internet can make them more motivated to improve their English skills. Two participants stated that they are more motivated because the internet as a medium of learning makes

the leaning activity become much easier. Then two others argued that their motivation arises because learning activities with the help of internet encourage them to search and find further explanation about the content they are learning. Nine other participants believed that they become more motivated as they obtain a lot of information related to the learning content they are studying. They even obtain additional or new information which is very useful for the process of increasing their English skills. Internet assistance also makes one interviewee meet new people to interact and communicate in English, thus he/she thinks it can help improve his/her English skills. On the contrary, thirteen percent interviewees stated that the learning activities conducted with the help of the internet do not make them more motivated to improve their English skills. One interviewee stated that he/she is only interested in acquiring new information and knowledge from the internet, but still it does not make him/her motivated to learn more. One other participant argued that learning activities using the internet have a number of distractions that make them unfocussed in learning.

Based on these findings it can be said that most participants are more motivated to do learning activities using the internet. Knowing the benefits and usefulness gained during the learning activities by using the internet, students seem to gain a psychic driving force inside them that leads to learning activities, ensuring the continuity of learning activities and providing direction to the learning activities for the sake of increasing their ability in English. Such condition is named as 'learning motivation' (Winkel, 2007). With the increasing learning motivation, indeed it can bring an impact toward learning discipline, which can also be increasing. This is in line with the research conducted by (Agustin, Y. T., Gunanto, Y. E., & Listiani, 2017) which points out that the motivation of learning has a positive relationship with the discipline to learn. It means that if the students' learning motivation is increasing, their discipline is also improving, and vice versa. Therefore, lecturers need to play a role in helping students to realize the need for discipline in learning.

## 5 CONCLUSIONS

Discipline requires a process. It does not come up all of a sudden. It requires internalization and habituation. This study results in four necessary findings. First, the internet is very useful in helping

the students learn English, especially when they need information which is not discussed thoroughly in the textbooks. Second, improving English skills can be done by using the internet as a medium, especially in obtaining much information. This is because most information on the internet is provided in English, thus the learners can directly learn from the English native speakers. Third, most students are more motivated to do learning activities using the internet. Knowing the benefits and usefulness gained during the learning activities by using the internet, students seem to be more encouraged to learn, which in turn can improve their English skills. Surprisingly, the last finding suggests that the learning activities conducted with the help of the internet do not make the students more disciplined in the English learning process. Thus, it can be said that they have not yet understood the value of discipline. They consider that discipline occurs because there is an encouragement or obligation. This is the time when the teacher's role is certainly required. They must give an example (modeling) to students so as they can understand and applying the value of discipline, for the sake of improving their English skills.

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