

# Socialization for the Formation of Young Generation Discipline

Ginanjara Wira Saputra<sup>1</sup>, Shinta Dzauharoh<sup>2</sup>, Ahmad Johan<sup>3</sup>, Mohammad Fauzi Kusumawardana<sup>4</sup>, Susilawati<sup>5</sup>

<sup>1,2,5</sup> Department of Public Administration, Universitas Bandung, Indonesia

<sup>3</sup> Department of Management, Universitas Langlang Buana, Indonesia

<sup>4</sup> Department of Business Administration, Universitas Bandung, Indonesia

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## ABSTRACT

This activity aims to socialize Character Building activities at Bandung University in improving student discipline. This activity method involves analyzing quantitative and qualitative data from the results of surveys and interviews involving students, heads of study programs, and academic personnel. Socialization results show a significant increase in student discipline, reflected in positive changes in behavior, participation in academic activities, and involvement in social projects. Student awareness of the values of discipline and responsibility also increases, creating a more positive academic atmosphere. The implication of this research is that the Character Building program is effective as a character formation strategy, which can be a basis for further development. This research also highlights the importance of involving students directly in outreach and emphasizes the need for ongoing monitoring to identify long-term changes. Practical implications include continued improvements in program socialization and attention to multiple dimensions of the student experience.

**Keywords:** Character Building, Discipline, Students

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## \*Correspondence:

Ginanjara Wira Saputra  
(ginanjara.wira@bandunguniversity.ac.id)

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## 1. INTRODUCTION

Discipline generally refers to an individual's ability to comply with rules, norms and regulations that apply in various life contexts, be it in education, work or society (Rizki & Sulistyan, 2022). This involves a willingness to follow instructions, complete tasks on time, and maintain commitment to individual responsibilities (Saputra et al., 2023; Wu et al., 2019). Discipline reflects a person's ability to self-regulate, control impulses, and prioritize tasks efficiently (Ghofur et al., 2020). At a broader level, discipline also includes respect for social rules and moral norms, as well as the ability to work together in a social context. Individuals who have good discipline tend to achieve their goals more consistently, build a positive reputation, and contribute positively in various aspects of life (Inzani & Baharuddin, 2023).

Discipline plays a very important role for students because it creates a strong foundation for academic success and personal development (Maryam, 2023; Strelan et al., 2020). Disciplined students tend to have good time management, prioritize academic tasks efficiently, and avoid procrastination. With discipline, they can maintain class attendance, complete assignments on time, and focus on achieving their academic goals (Kamaruddin et al., 2023). In addition, discipline establishes positive behavior patterns, creates an effective learning environment, and helps students better overcome challenges (Ubaidillah et al., 2023). The ability to comply with academic regulations and social norms also prepares students for challenges in the professional

world after graduation, building a good professional reputation and demonstrating a commitment to success in career and life as a whole.

There are various causes that can explain why some students may not comply with discipline well (Bali & Hasanah, 2022; Maryam, 2023; Meşe & Sevilen, 2021). These factors include, among others, inability to manage time, lack of understanding of the importance of disciplinary action, or the presence of emotional pressure and academic stress (Sulistyan et al., 2020). Additionally, lack of motivation, lack of personal responsibility, or disagreement with social rules and norms can also be contributing factors (Sulistyan, 2017). Some students may also face personal or environmental challenges that affect their ability to comply with academic rules and responsibilities (Mahendra et al., 2019). A deep understanding of these causes can help educational institutions and related parties to design appropriate support and intervention strategies to help students develop more disciplined and productive behavior patterns (Strelan et al., 2020).

Discipline at Bandung University has a central role in creating an efficient and productive academic environment. Bandung University, as a well-known higher education institution in Indonesia, places discipline as the main foundation in achieving high academic goals. Students who adhere to discipline tend to be able to manage time efficiently, attend class regularly, and complete academic assignments with good quality. Apart from that, discipline also creates a conducive learning atmosphere, where academic and social ethical norms are upheld. By applying discipline, students at Bandung University can optimize their learning experience, build a good academic reputation, and be solidly prepared to face challenges in the professional world after graduation. Therefore, it is important for every student at Bandung University to understand and apply the values of discipline as an integral part of their educational journey.

Overcoming disciplinary problems at Bandung University can be done by implementing socialization through the Character Building program. By designing this program appropriately, students can be introduced to the desired values of ethics, responsibility and discipline. This program can involve interactive activities, seminars, and in-depth soft skills training to motivate students to develop self-discipline. An emphasis on example and active participation from authority figures, lecturers and inspirational figures from the professional world can have a positive impact. Through the Character Building program, students can understand the importance of discipline in achieving academic and career success. By focusing on character building, this program can help create a learning environment that supports the development of discipline, creating more skilled and committed students at Bandung University.

Lecturers at Bandung University initiated this outreach activity as an integral part of community service activities. In an effort to support the formation of student character and discipline, lecturers play a key role in preparing and implementing socialization programs. This activity is designed to provide in-depth insight into the importance of discipline in academic contexts and everyday life. Lecturers are not only facilitators but also real examples in implementing the values advocated. Through seminars, workshops and direct interactions, lecturers can share their experiences and knowledge to provide more concrete and contextual views. By integrating socialization activities into community service activities, lecturers at Bandung University try to create a wider positive impact on the campus and surrounding environment, strengthen relations between universities and the community, and make a positive contribution to the development of student character.

The aim of the outreach activities carried out by lecturers at Bandung University as part of community service activities is to shape student character and discipline. By conveying ethical values, responsibility and discipline, lecturers aim to inspire and guide students to understand the importance of disciplined behavior in achieving academic and professional success. The benefits include holistic personal development, improved time management skills, and the formation of a professional attitude. Apart from that, this activity can also increase student interaction and involvement in social and academic activities, create a conducive learning environment, and strengthen ties between universities and the community. Thus, this socialization activity not only provides individual benefits but also supports the development of students' character and quality as members of society who contribute positively.

## 2. METHODS

The socialization method carried out through the planning, implementation and evaluation stages (Sulistyan, 2020) is designed to ensure the effectiveness and sustainability of the Character Building program at Bandung University. The planning stage involves identifying program objectives, determining the target audience, and preparing materials that suit student needs. In implementation, lecturers and program facilitators will deliver material through various methods, such as seminars, workshops and group discussions, enabling active interaction and in-depth understanding. Evaluation is carried out through various indicators, such as student participation, understanding of disciplinary values, and changes in behavior. By collecting data through surveys, observations, and tests, evaluations help assess program effectiveness and identify areas for improvement. By using this approach, universities can ensure that socialization programs function optimally to shape student character and discipline, achieve set goals, and provide positive benefits in the long term. The explanation of each stage is as follows:

a. Planning Stage

The planning stage in this socialization method begins with identifying clear and specific goals for the Character Building program at Bandung University. These goals may involve building character, increasing discipline, and developing social skills. Next, it is necessary to determine the appropriate target audience, such as entry-level students or certain groups. After that, the materials and delivery methods are prepared taking into account the needs and characteristics of the target audience. In addition, planning involves selecting lecturers or facilitators who have a deep understanding of disciplinary values.

b. Implementation Stage

Implementation of a socialization program involves implementing plans that have been prepared previously. Lecturers or facilitators will deliver material through various methods, such as presentations, group discussions, or other interactive activities. It is important to create an environment that supports active participation and exchange of ideas among students. At this stage, the lecturer or facilitator plays an important role in providing real examples of the desired disciplinary values, providing inspiration, and stimulating self-reflection in students.

c. Evaluation Stage

The evaluation stage aims to measure the extent to which the socialization program has succeeded in achieving the stated objectives. Evaluation can be carried out through various indicators, such as increasing students' understanding of disciplinary values, participation levels, and observable changes in behavior. Apart from that, evaluation instruments can be used in the form of surveys, tests or observations. The data collected will help assess program effectiveness, identify areas of improvement, and provide a basis for future improvements and development of outreach programs. Evaluation plays an important role in ensuring that the socialization program is not only an activity, but also has a significant positive impact on the formation of student character and discipline.

Analysis of the results of the socialization method was carried out to evaluate the extent to which the program succeeded in achieving the stated objectives (Sulistyan, 2020). This analysis process involves the collection and interpretation of data obtained during program implementation. First of all, data can be the results of surveys, exams, or student participation observations. Analysis is carried out by comparing the data with the objectives set at the planning stage. If the program goal is to increase students' understanding of disciplinary values, survey results can provide an overview of their level of understanding before and after socialization. Furthermore, the analysis also involves evaluating active participation and student responses to the program. By considering the level of engagement, positive feedback, and observable changes in behavior, it can be measured to what extent the program is having an impact on students. This helps to assess the effectiveness of the outreach methods used and identify aspects that need to be improved or improved in the future. In analyzing results, it is

important to pay attention to contextual factors that may influence program implementation, such as campus environmental conditions or students' personal situations. The results of this analysis can provide a more comprehensive view of the success of the socialization program and provide a basis for future program planning. By conducting careful analysis, universities can ensure that the socialization methods implemented not only meet educational goals, but also provide a significant positive impact on the development of student character and discipline.

### 3. RESULTS AND DISCUSSION

#### a. Planning

The results of the planning stage of the socialization method include identifying program objectives, determining the target audience, and preparing program materials. At this stage, the goals that have been set must be specific, measurable, and in accordance with student needs. The results of this stage also include selecting an appropriate method of delivering material, including presentations, group discussions, or other interactive activities. Once planning is complete, the results should create a strong foundation for program implementation, taking into account student characteristics and needs holistically.

Discussions at the planning stage involve critical evaluation of whether the program objectives set are in line with the needs and mission of the university. The discussion involves analyzing whether the target audience has been determined appropriately and whether the chosen method is appropriate to the context and student characteristics. Planning results can be discussed in planning team forums to ensure alignment of vision and obtain valuable input. Discussion of the planning stage is a key step to ensure that the foundation of the socialization program has been well laid and is ready to be implemented.



**Figure 1.** Activity planning

Source: Activity Planning Results (2023)

#### b. Implementation

The results of the implementation phase include the implementation of the program itself, which involves delivering material, interacting with students, and building a conducive learning atmosphere. The results can be observed from the level of student participation, their understanding of disciplinary values, and their response to the materials and methods used. Discussions at the implementation stage involve real-time evaluation of the effectiveness of the method, as well as reflection on the dynamics and challenges that may arise during the implementation process.

Discussions at the implementation stage involve an in-depth analysis of the extent to which the program can achieve the stated objectives. This includes evaluating students' level of engagement, understanding and response to the materials and socialization methods. Discussions in this stage can discuss successful strategies, challenges faced, and corrective actions that may be needed. Discussions at the implementation stage are an opportunity to directly improve the program and optimize its impact on students.



**Figure 2.** Implementation of Character Building Activities  
Source: Results of Activity Implementation (2023)

c. a. Evaluation

The results of the evaluation stage include data and information obtained from measuring the level of understanding, participation and changes in student behavior. This evaluation allows identification of the extent to which the socialization program has succeeded in achieving its stated objectives. Discussions at the evaluation stage involve data analysis and comparison with established standards to assess overall program effectiveness.

Discussions at the evaluation stage involve in-depth analysis of the data obtained, evaluating the success of the program, and identifying areas for improvement. In this context, discussions involve consideration of factors that may influence evaluation results, as well as efforts to understand the program's impact more broadly. The results and discussions at the evaluation stage provide a basis for recommendations for improvement and development of the socialization program in the future. These steps can also provide valuable insights for subsequent program planning and establish a continuous development cycle.



**Figure 3.** Activity Evaluation Process  
Source: Evaluation Implementation Documentation (2023)

## 4. CONCLUSION

The socialization method in building student character and discipline at Bandung University has shown a number of positive results, including increased understanding of disciplinary values and active student participation. However, there are several limitations that need to be acknowledged. One of the limitations that can be identified is the level of variation in student responses to the program, where some students may not respond optimally. In addition, there are also challenges related to external factors, such as academic pressure or personal problems that may influence student engagement. First, time constraints can affect the depth of material that can be conveyed and understood by students. Second, differences in student backgrounds

and experiences can create challenges in developing programs that can respond to the heterogeneous needs of student populations. Lastly, there are limitations in measuring the long-term impact of this socialization program on student character and discipline.

To overcome these limitations, it is recommended to increase the flexibility of the outreach program so that it can better respond to student needs. Increased understanding of student diversity and integration of more contextual content can increase engagement. Meanwhile, expanding and improving long-term evaluation methods could provide a better understanding of the long-term impacts of these programs. In addition, strengthening collaboration with various parties at the university, such as student organizations, can broaden the scope and create a more holistic program. By considering these limitations and implementing the proposed suggestions, socialization methods can be improved so that they become more effective and relevant in shaping the character and discipline of students at Bandung University. Thus, these conclusions and recommendations can help improve and optimize socialization programs to support students' personal and academic development.

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