

## Factors Influencing Value Internalization On Students

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### ABSTRACT

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In an effort to internalize values in students so that they can be carried out better or optimally, it is necessary to look at what factors can affect the process of internalizing these values so that it is known what needs to be prioritized, improved, and used as a reference in the implementation of internalizing these values. This study uses a qualitative descriptive research method and a literature study method to collect data. Factors that can affect the process of internalizing values consist of two factors: factors within students, and factors from outside the student's self, including family, the school environment, and society. Each of these factors also consists of several sub-sections, and it can be a supporter or a hindrance in the process of internalization.

The factors that affect the internalization of values in students include the physical and psychological conditions of students, the number of teaching staff, the insights of the principal and teachers, the vision and mission of the school and teaching staff, school comfort, the number of hours of learning, the behavior of teachers and education staff, extracurricular activities, school facilities, and infrastructure, clarity of learning objectives, the variety and maturity of the concept of subject matter, the evaluation system, the learning methods used, teacher quality, program schools, the coordinating between teachers and student guardians, the information media, the examples given by teachers and parents, the behavior of students, and the community where students interact.

### 1. Introduction

In the learning process, it is hoped that the values taught will absorb into the students and not just become lessons that will not leave a mark on them. In this case, efforts to absorb or internalize values in students can be done better or maximally by looking at what factors can affect the process of internalizing the values of the students themselves, so that they can know what needs to be prioritized, corrected, maximized, and used as a reference in the implementation of the internalization of these values so that they can run well and more optimally.

### 2. Literature Review

The literature that is used as a reference for researchers in reading, comparing, and analyzing previous research that is relevant to this research is related to factors that influence the process of internalizing values in students, including literature with the title 1) Internalization of Moral Values through Al-Qur'an Learning

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and Hadith at SMP Muhammadiyah 8 Surakarta in the Academic Year 2009-2010. This research was conducted by Muammar Khadafi and focuses on discussing the internalization of Islamic religious values in children. This literature provides more detailed information regarding factors in the process of internalization, which are divided into items that are strengths and weaknesses as well as opportunities and threats in the process of internalizing religious values in students, 2) Internalization of Islamic Values through School Culture at SMP N 2 Ponorogo, written by Dina Setiyani, mentions in her research that one of the obstacles to internalizing values in students is the lack of or limited control of the teacher on students if they are outside the scope of the school, and one of the supporting factors for internalization is that if there are students who have internalized values and this can be seen in their behavior, other students can be affected to also internalize values taught by examples that students see in other students. This is an interesting research result, and 3) Internalization of Religious Values for Intra-School Student Organizations (OSIS) at SMAN 1 Talang Padang Written by Zaujah Hanifah, the research contains internalization factors consisting of supporting factors and inhibiting factors, which state one thing that is different from other research: the information media factor, if not used properly, can also be an inhibiting factor in the process of internalizing values in students.

### 3. Methodology

This study uses a qualitative descriptive research method, namely describing data accurately related to the factors that influence the process of internalizing values in students. And researchers use literature studies in collecting data, where researchers collect, read, compare, and analyze research literature related to the title of this study, then take a final analysis result.

## 4. Results and Discussion

### 4.1 Definitions of Internalization, Values and Factors

The etymological definition of internalization refers to a process. The word intern is the origin of the word internalization or "internal," which is often interpreted as "inside or inside. In the Indonesian language, it is ruled that the ending "ization" has a definition as a process. So the word internalization can be interpreted as a process. (Sarifudin, 2018) The definition of the internalization listed in the Complete Indonesian Dictionary is appreciation (penghayatan). (Senja, 2008) Whereas in the popular scientific dictionary, namely, deepening, appreciation, seclusion. (Barry, Kamus Ilmiah Populer, 2001)

According to experts as quoted by Sarifudin 1) According to Sujatmiko, internalization is a long process from birth to death that is passed by individuals, and this process is the absorption of individual norms and values into society, 2) According to Kartono, internalization is the regulation of individual behavior into thinking or personality; behavior is used as an example from others and becomes part of the individual self, 3) According to Puspita Sari, internalization is the process of instilling one's attitude into oneself through coaching, direction, and so on, with the aim that the ego dominates deeply a value and lives it so that it can be reflected in attitudes and behavior as expected, 4) Mohamad Mustari, Internalization is absorb to inner, "housing within oneself," "placing in ownership, or "making full members. And in the process of internalization, people adopt and spread the values obtained from religious instruction, 5) Fuad Ikhsan: "Internalization is the process of incorporating values into an individual's soul so that they become part of that individual. Internalization is considered an attempt to incorporate values into the soul, which is the deepest part of human beings, so that these values can become part of oneself, and in this case, these values include religious values and all values that are considered good and right by the community, (Sarifudin, 2018) 6) According to Reber, "internalization" is the unification of values in an individual, which is an adjustment of beliefs, values, attitudes, practices, and standard rules in a person. These meanings imply that the understanding of the values obtained must be practicable, have implications for attitudes, and be permanent in a person, as mentioned by Priliansyah in his writings. (Nur, 2017)

Looking at the opinions of these experts, there is a point of meaning that internalization is a process and effort in order to internalize, incorporate, absorb, or internalize values into the individual's self, mind, or soul. These

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values are understood or lived and absorbed which will eventually form awareness to behave and behave or act in everyday life in accordance with the values that are lived. Internalization is closely related to attitudes and behavior as a result of a series of internalization processes.

As for the notion of "value," in English "value," in Latin "velere," or old French "valoir," or value it can be interpreted as useful, capable, empowered, applicable, helpful, and most correct according to the beliefs of a person or group of people. (JR, 2012) In the Big Indonesian Dictionary, "values" are defined as characteristics (things) that are important or useful for humanity or something that perfects humanity.. (Kamus Besar Bahasa Indonesia, 2008) So that value is the quality of a thing that makes things liked, desired, pursued, valued, useful, and something that is most important or valuable for humans as well as the essence of life.

As for the notion of "afactor," it is a thing (circumstance, event) that contributes to or influences the occurrence of something.. (<https://kbbi.web.id/faktor>, 2023). So that the intention of the researcher for the title of this article is things or circumstances that affect the process of absorbing things that are important and useful for students' lives into students' souls.

#### **4.2 Factors Affecting Value Internalization in students**

The factors that affect students in the internalization process are first, internal factors, namely factors that occur within students such as students' conditions, including physical health and student psychology, which include a sense of security, a sense of comfort, stress, problems students experience, and so on, which can help or disrupt the learning process and have an impact on the process of internalizing values in students.

Second, external factors, namely factors that come from outside the student's self, such as the influence of the family, school, and community environments, can have an impact on the achievement of or disruption of the internalization process by students. The family environment is the main environment where children grow and develop, and the role of parents in developing children's awareness or instilling values in children is very dominant. The school environment is a formal educational institution for implementing educational policies systematically to provide lessons to students and train children to develop according to their potential physically, mentally, socially, and morally. The role of schools is very important in building understanding, habits, and values-related practices. The community environment is one of social interaction and sociocultural potential to influence children (students). In society, children or adolescents interact socially with peers or with other community members. If sociable friends show behavior that is in accordance with the values taught by the teacher at school, then children tend to behave in accordance with the values taught. Vice versa, if associates show the opposite of the values taught at school, the process of internalizing values can also occur, but like an example of values through behavior seen in the community environment, students tend to be so influenced by their friends or by where they interact in society.. (Yusuf, 2008)

In other literature, it is stated that the factors that influence the internalization of values are educator factors, in this case teachers and parents, through habituation and exemplary. (Nashihin, 2015)

As for what Mulyana mentioned in his book that the factors that influence and support the internalization of values on student behavior through learning include 1) Availability of adequate facilities and infrastructure, 2) Having good management of activities, 3) Enthusiasm in students, 4 ) There is a commitment from the principal, teachers and students themselves, 5) There is responsibility. (Mulyana, 2004) Therefore, these supporting factors need to be maintained and improved in order to achieve the desired learning objectives.

Factors that influence in the sense of inhibiting the internalization of values on student behavior through learning are:

- a. Less creative students
- b. Lack of student motivation and interest
- c. inadequate facilities and infrastructure
- d. management of uncoordinated activities
- e. Students are less responsive to participating in activities.
- f. There is no good cooperation from the principal, teachers, and the students themselves, as well as from the parents of the students themselves.

Another inhibiting factor in the internalization process for students is that "there is still a lack of awareness from students in addressing learning activities and a lack of control over students when they are outside the scope of the school". (Setiyani, 2016) While the internalization supporting factors are parents and all educators

and with students who are already good in terms of implementing values that have been absorbed in themselves in the form of behavior that is a reflection of other students. (Setiyani, 2016)

In research by Zaujah Hanifah, it was stated that the supporting factors consisted of factors from within the students themselves, such as student psychology, because when a child feels happy to do an activity, the value of the activity easily enters the student's soul. Then external factors include: 1) family through values that make habituation in everyday life; 2) teachers, providing learning and exemplary examples inside the classroom and outside the classroom; 3) everyday environment, in this case school; 4) adequate facilities for internalization process activities; and 5) society, where students socialize in their lives.

These supporting factors may also be an inhibiting factor in the process of internalizing values in students such as factors in students who do not understand the importance of applying the values being taught. From outside (external) students, such as: 1) families who do not support the process of instilling values taught at school; 2) The school environment includes principals, teachers, and other students who do not reflect the values that have been taught to students; 3) information media that contain information that is not in line with the values taught to students at school. (Hanifah, 2021)

As for what is mentioned in other literature, the factors that influence the internalization process are the strength of educational institutions (schools) in this case, the large or small number of teachers, the insights of the principal and teachers, the vision and mission of the school and the teaching staff, school facilities and school comfort, the number of hours learning in schools, the behavior of teachers and education staff, extracurricular activities that are additional learning, school facilities and infrastructure, clear and directed learning objectives, varied and well-conceptualized subject matter, varied and good evaluation systems, good and well-conceived learning methods, teacher quality, school programs, coordination relationships between teachers and parents, school accreditation. These things can be a strength in supporting the process of internalization in students. (Khadafi, 2010)

In addition to the various factors that can support the internalization process mentioned above, there are also factors that can be a weakness or an obstacle to the internalization process in students, namely, different teacher motivations so that it is difficult to equate the vision and mission in teaching, and differences in teacher status such as contract teachers, civil servant teachers, and temporary teachers. (Khadafi, 2010)

In the elaborations above, the researcher draws a common thread that the factors that can influence the process of internalizing values consist of two factors, namely factors within the student and factors from outside the student's self, but these two factors are divided into several sub-factors. As with external factors, students have several sub-sections, including family, the school environment, and society. These sub-sections also consist of several other things, each of which can be a supporter or a hindrance in the process of internalizing values.

## 5. Conclusion

The researcher draws a common thread that the factors that can influence the process of internalizing values consist of two factors, namely factors within the student and factors from outside the student's self, but these two factors are divided into several sub-factors. As with external factors, students have several sub-sections, including family, the school environment, and society. These sub-sections also consist of several other things, each of which can be a supporter or a hindrance in the process of internalizing values.

As for the factors that affect the internalization of values in students, they include the physical and psychological conditions of students, the strength of educational institutions (schools) in this case the number of teachers, the insights of the principal and teachers, the vision and mission of the school and teaching staff, school facilities, school comfort, the number of hours of learning at school, the behavior of teachers and education staff, extracurricular activities, school facilities, and infrastructure, whether or not learning objectives are clear, the variety and direction as well as the maturity of the concept of subject matter, the evaluation system, the learning methods used, teacher quality, program schools, the coordinating relationship

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between teachers and student guardians, the information media, the examples given by teachers and parents, the behavior of fellow students, and the community where students interact.

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