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Discipline analysis of Pattimura University graduates in education units in the Maluku islands

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Abstract

The condition of Maluku with geographical aspects also determines the existence of teacher resources. This research aims to determine the character of teacher discipline in education units in the archipelago. Using mixed research methods, a quantitative approach with a Likert scale and qualitative research with a phenomenological approach, the research location is in Central Maluku, West Seram and Southwest Maluku districts. The population and research sample were teachers who graduated from Pattimura University. The research sample consisted of principals in the islands, resource persons who were principals, vice principals of elementary, junior high, high school, and vocational schools, and community leaders. Data collection techniques were conducted using questionnaires, interviews, and observations. The research results were analysed statistically, and qualitative data was analysed through data reduction, data presentation, conclusion drawing and verification. Furthermore, the study's results provide an overview of the character of teacher discipline in the education units at the research locations, which is slightly different. Southwest Maluku District <70% and Central Maluku District <80%. Data from interviews and observations also support this data that natural conditions significantly affect the presence of teachers in education units and curriculum development in units in the Maluku Islands.

Keywords: Disciplinary Character, Graduates, Maluku Islands.

Introduction

Analysing the discipline of Pattimura University graduates in educational units in the Maluku Islands is a critical study to explore the compatibility between academic preparation and professional demands in a diverse and culturally rich educational environment, with the geographical characteristics of the islands and the complex socio-cultural dynamics in Maluku, the role of disciplined graduates is crucial in driving education quality and addressing regional disparities. This research examines how Pattimura University prepares its graduates with the skills, values and professional ethics needed to meet these challenges while providing insights to improve synergies between higher education outcomes and educational needs in the Maluku Islands.

Quality education is the foundation for producing competent and responsible graduates who can contribute meaningfully to national development. In Indonesia, human resources are



recognised as a vital asset in advancing the nation's geopolitical position, particularly given the country's strategic and dynamic geographical conditions (Rauf & Rado, 2021). As a country comprising thousands of islands with diverse communities, Indonesia relies heavily on its human capital to ensure equitable progress across regions. Therefore, strengthening the quality of education becomes a strategic necessity.

Trihastuti and Pranata (2025) assert that a nation's sovereignty is not solely maintained through military or political means but through realising a just, prosperous, and welfare-oriented society. This vision positions education as a transformative force that builds knowledge and skills and cultivates civic values and national consciousness. In this view, education must empower individuals to contribute to peace, justice, and inclusive growth—especially in a multicultural nation where harmony and mutual respect are essential.

Education also plays a critical role in shaping values that promote social cohesion and national identity. According to the Indonesian Department of Defence (2015), instilling life values through education is essential in enhancing the overall quality of life. In a pluralistic society like Indonesia, these values—such as tolerance, discipline, cooperation, and respect for diversity—are crucial for maintaining unity. When these values are internalised through formal education, they help build strong, ethical, and resilient citizens who can contribute positively to their local communities and the nation.

Education must be viewed as an academic endeavour and a holistic process integrating intellectual development with character formation. It is through this integrated approach that Indonesia can develop competent human resources in their fields, rooted in national values, and prepared to face the nation's geopolitical, social, and cultural complexities. Strengthening the role of education in this way is fundamental to securing Indonesia's future sovereignty and unity.

To realise the ideal conditions for producing quality graduates, educational institutions are continuously engaged in comprehensive efforts to enhance the calibre of their alumni (Sayyad et al., 2024). These efforts include aligning curricula with global standards, fostering innovation through research and cultivating an academic culture that encourages critical and creative thinking (Khan et al., 2019). The commitment to quality is about meeting accreditation requirements and preparing graduates responsive to societal changes, equipped with relevant competencies, and ready to contribute meaningfully to their community. Strategic actions taken by educational institutions reflect a flexible and dynamic approach, adapting to the evolving needs of society. As education and culture are interdependent, institutions must be agile in addressing social transformations by systematically implementing the Tri Dharma of higher education. This triad—education, research, and community service—is the foundation for nurturing holistic individuals with knowledge and skills, strong character, and civic responsibility. By embedding humanistic values in their vision, mission, and strategic goals, higher education institutions become catalysts for empowering individuals and communities.

The development of the three aspects mentioned above, of course, does not just happen. Still, through careful planning, as the opinion of Saylor Galen & Alexander (1981) that 'education is an orderly and planned effort'. To realise educational goals, one of the guidelines designed in education and learning is the curriculum. As a component that has value for efforts to build human resources, the curriculum applies to the education unit because the curriculum is at the heart of education. As conveyed by Abidin et al. (2023), it becomes an obligation for every student to be able to learn the curriculum. It becomes an obligation for each study programme to develop, implement, and evaluate the plan, do, check, and act pattern (Direktorat Jenderal Kebudayaan, 2020; Hasdiana, 2020). This pattern makes a crucial positive contribution to the curriculum development cycle that applies to each educational institution, has an impact and is related to the graduate quality assurance system or Assurance of Learning (AoL) at a higher education institution with study programme units that periodically produce human resources, with a mature level of competence to be empowered on the broader

community. One of the indispensable aspects of the quality of graduates is discipline. According to Blasu (2015) and Suryono (2019), discipline is a fundamental characteristic of one's success and influences a system.

According to Rezeanu (2011), in developing the quality of graduates with strong character and discipline, Pattimura University—now in its 62nd year—continues to be strengthened across decades. The focus lies on developing human resources and infrastructure that prioritises quality. The university's vision, "*Bina Mulia Kelautan*" rooted in the unique geographical context of the Maluku Islands, shapes all aspects of campus life. This vision is realised through the services and programs run by various organisational units within the university, which consistently emphasise quality improvement. Promoting quality within the service sector has resulted in the formulation of various macro and micro policies. These policies synergise with academic processes to create superior, high-quality, and globally competitive graduates. Such synergy becomes particularly important in higher education institutions, where responsiveness to national and global demands is essential for shaping future generations capable of contributing meaningfully to both local and international contexts

In an era of global competition, every university seeks to ensure the quality of its graduates by aligning educational practices with learning outcomes set in each study program's curriculum (Stukalova, 2018). One of the key frameworks adopted to support this commitment is the Assurance of Learning (AoL), which is evidence of institutional dedication to maintaining academic standards and graduate quality (Assurance, 2022). The quality of Pattimura University graduates is an input in improving the quality of institutions, especially in units at the Study Programme level. One of the determining aspects that are then the focus of this research is the aspect of discipline as part of the fundamental attitude aspects in developing performance in the world of work Laila et al. (2023); Bu'tu & Manurung (2022) and Salamor & Ritiauw (2021) analysing the existence of Islands in Maluku which consists of 1390 small and large islands located in eleven Municipal Regencies. This condition is one aspect that has an impact on discipline.

Natural conditions and a commitment to continue serving the islands affect the level of discipline. The disciplinary character of Pattimura University graduates who serve in education units in the Maluku islands, namely elementary (SD), junior high (SMP) and high school (SMA) levels, vocational (SMK) or equivalent, in their existence is an obscurity for education on remote islands. One thousand hands are waiting for the touch, and there is uncertainty among there is uncertainty among teachers. To analyse the disciplinary character of Pattimura University graduates, research how to guarantee the achievement of learning envisioned in higher education by colouring higher education units on the islands through teacher resources. Of course, it can be known through the opinions of stakeholders who are graduates' users.

This research offers a new approach by highlighting aspects of discipline as a core competency of Pattimura University graduates that build students' character in education units in the Maluku Islands. This approach combines local contextual analyses, such as Maluku cultural wisdom and social values, with the dynamics of civic education, resulting in a more inclusive perspective and relevant to regional needs. In addition, this research explores the impact of graduates at various levels of education, from primary to senior secondary. It integrates the cultural diversity of Maluku within the framework of civic education.

This research contributes significantly to developing a locally-based civic education model, which can be applied to improve the quality of education and the civic character of learners. The results also offer strategic recommendations for the university curriculum, especially in shaping graduates adaptive to regional social and cultural challenges. On the other hand, this research is the basis for developing regional education policies that prioritise disciplinary values and cultural diversity as important elements in education in remote areas such as the Maluku Islands while enriching Indonesia's academic discourse on civic education.

Method

To find out how the character of discipline is part of the attitudinal aspects that Pattimura University graduates should own, researchers use mixed research methods with data views sourced from quantitative and qualitative data. It is located in educational units in the West Seram Regency, Central Maluku Regency, and Southwest Maluku Regency. The research was conducted for 3 months using questionnaire techniques and unstructured interviews. The interviewees came from 17 schools in the Southwest Maluku Regency area, as many as nine schools, and eight in the West Seram and Central Maluku Regencies. Furthermore, there is also a questionnaire for comparative analysis of the coverage of disciplinary aspects as a measure of AoL in the development of institutional quality. The data is processed with statistics on a Likert scale and interview and observation techniques.

Result and Discussion

The discipline of Pattimura University graduates working in educational institutions, especially in the Marsela archipelago, is a central focus of this research. Based on the analysis of data gathered through Likert scales, interviews, and direct observations, discipline emerges as a recurring issue. Despite efforts to instil professionalism, the level of discipline among graduates remains below expectations, with the average percentage falling under 70%. This figure raises concerns about the overall effectiveness of teacher conduct and its implications for the educational process in remote areas.

To better understand this issue, the research identifies six key indicators that reflect teacher discipline: (1) adherence to rules, (2) responsibility, (3) attendance rate, (4) punctuality, (5) observance of work procedures, and (6) respect for authority figures such as school leaders (Bu'tu & Manurung, 2022; Suryono, 2019). These indicators serve as benchmarks to evaluate discipline across different regional schools. Interestingly, the levels of compliance with these indicators vary from school to school, suggesting that local conditions play a significant role in shaping teacher behaviour and performance.

One prominent factor influencing discipline is geographical distance. Observational data and interview findings reveal that the farther a teacher lives from the school, the more likely they struggle with punctuality and attendance. During interviews, two school principals and seven vice principals affirmed this pattern, noting that distance is often the root cause of delayed arrivals. This logistical challenge reflects the infrastructural limitations of the archipelago and highlights a critical barrier to maintaining consistent educational quality.

In connection with this, Lessu (2024) emphasises that discipline directly affects learning outcomes. When teachers arrive late or are absent frequently, it disrupts the learning flow and diminishes student engagement. Therefore, addressing issues of teacher discipline is not merely about compliance with rules but ensuring students receive uninterrupted, quality education. Moving forward, solutions might involve providing teacher accommodations closer to schools or improving transportation infrastructure to support punctuality and commitment among educators in remote areas.

This research highlights the discipline of Pattimura University graduates working in education units, particularly in the *Marsela* archipelago, as a significant issue of concern. Using a data analysis approach through Likert scales, interviews, and observations, it was found that the level of discipline of graduates is still below 70%, with key indicators such as compliance with rules, responsibility, attendance rates, work procedures, and obedience to superiors. The results showed variations in the level of discipline in each school, which was influenced by various factors, including the distance teachers travelled to their place of work, as stated by the head and deputy head of the school. This aligns with previous researchers' opinion that travelling distance significantly affects teacher attendance at school, impacting the quality of learning. This underscores the importance of strategies to improve discipline, especially in remote areas, to support educational effectiveness

The presentation of discipline levels among Pattimura University graduates working in educational units across selected schools in Central Maluku Regency and West Seram Regency reflects significant disparities. According to the data, the highest level of discipline reaches 87%, while the lowest falls drastically to 27%. These contrasting figures highlight the inconsistency of teacher discipline within the same geographic region. Such variations are often influenced by the location of schools and the accessibility of transportation and public facilities. Schools situated in areas with easier access to infrastructure generally report higher levels of discipline among teaching staff.

Qualitative insights from interviews with key figures in educational foundations further support this pattern. One such individual, Pastor Lelufna, emphasised that the physical presence of teachers and school leaders in the school environment plays a crucial role in shaping student outcomes. He noted that teachers and principals are frequently absent or minimally engaged in some instances, which hurts the school community and hinders overall development. Their lack of presence affects classroom learning and stalls educational programs' progress and curriculum implementation.

The findings suggest that discipline is not merely an individual trait but is heavily shaped by external and systemic factors. When schools are located in remote or difficult-to-reach areas, the motivation and ability of educators to maintain consistent attendance may decrease. This has broader implications for educational equity, especially in regions like the Maluku Islands, where geographical challenges are prominent. Therefore, improving teachers' physical and logistical support systems in these areas could help raise discipline levels and ensure better educational delivery.

Ultimately, the discipline of teachers is not just about personal responsibility—it reflects the quality of the working environment and the level of institutional support available. Addressing these disparities requires a multi-dimensional approach that includes improving infrastructure, rethinking teacher placement strategies, and fostering accountability at the school leadership level. With such efforts, the quality and consistency of education in Central Maluku and West Seram can be significantly enhanced, benefiting teachers and students alike.

The condition of Pattimura University graduates who work or develop their careers in educational institutions has yet to show a significant impact, as reflected by the percentage remaining below 80%. This figure suggests that character plays a crucial role in determining performance, as Blasus (2015) stated. Similarly, Syaikhoni et al. (2021) emphasise that a disciplined character dramatically influences the development of life values. This implies that discipline benefits individuals personally and contributes significantly to collective life, especially in the context of education.

Discipline, as a key character trait, profoundly affects work ethic. Research by Blasus (2015) and Sudirman et al. (2020) indicates that discipline directly influences a strong work ethic, shaping the quality of human resources. In this regard, the education sector is a primary space where discipline and work ethic are cultivated and tested. When individuals possess a high level of discipline, their performance in educational settings tends to have a broader and more meaningful impact on the institutions and communities they serve.

Geographic factors present their challenges, particularly in island regions that are remote and difficult to access. In such areas, a sincere intention to serve becomes the foundation of one's commitment as an educator. Due to limited human resources, it is not uncommon to find only one or two teachers in a school responsible for conducting multi-grade teaching. This situation reflects the reality of educational dynamics in outer island areas, where perseverance and dedication are vital qualities.

This general overview of education in the island regions underscores the importance of character-building, especially for graduates expected to serve in these challenging environments. Graduates of Pattimura University must not only be equipped with academic

competence but also with strong character traits such as discipline and dedication. These qualities are essential for making a real and lasting impact on the advancement of education, particularly in Indonesia's outermost regions.

In education dynamics in the islands, geographical factors influence teachers' dedication levels. Observations show that in the outer islands, the number of teachers is limited, and many have to manage multiple classes. This reflects the real challenges education units face, where limited human resources demand more dedication from educators. This situation reinforces that professional discipline and commitment are the primary keys to dealing with limitations and building a better quality of education in remote areas. Therefore, university graduates, especially in this area, need to strengthen their disciplinary character to contribute significantly to the transformation of education.

Conclusion

Based on the discussion of the research findings, it can be concluded that graduates of Pattimura University who pursue careers in educational institutions on Marsela Island and Seram Island possess diverse characteristics, with most of them falling within the moderate level. Factors such as natural conditions, teacher welfare, and the availability of infrastructure significantly influence the presence and performance of teachers in these areas. This indicates that external conditions greatly affect the effectiveness of teachers' roles, particularly in developing human resources within educational settings.

Collaborative efforts are needed among local governments, educational institutions, and communities to improve graduates' quality of education and character development, especially in the Maluku Islands region. Improving infrastructure, ensuring teacher welfare, and fostering character values like discipline should become key priorities. In doing so, teachers will serve as educators and agents of change who can contribute meaningfully to developing remote and underdeveloped regions.

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Authors' contributions

SPR and LS conducted the studies, participated in the sequence alignment, drafted the manuscript, and carried out the immunoassays. All authors read and approved the final manuscript.

Competing interests

The authors have declared no competing interests.