The Influence of Character Education on Learning Achievement In Economic Subjects of Grade X Students In SMA Sandikta Bekasi City

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Abstract:

This study aims to determine the effect of character education on student achievement in social studies class X at SMA Sandikta Bekasi, West Java Province. The method used in this research is descriptive quantitative. Sampling in this study was used according to the calculation of Isaac and Michael for an error rate of 1%, the trial sample was 120 students from a total population of 180 students. Data collection techniques for the character education variable using a questionnaire orquestionnaire method, while for the variable learning outcomes of social studies subjects with the method of documentation in the form of report cards. Testing theanalysis prerequisites in this study include the normality test and the linearity test. Data analysis in this research is descriptive analysis to find out the description of variables, simple regression analysis technique is used to test hypotheses. The results of this research are that there is a very high influence between character education on social studies learning achievement in class X at Sandikta High School, Bekasi City, amounting to 83.5%. The implication of these results is that character education at SMA Sandikta Bekasi shows that it is in the very good category and learning outcomes for productive subjects are in the good category. So the advice given from these findings is that students should improve their character of discipline, self-confidence and independence to improve their learning achievements. Likewise, teachers should not only instill discipline, self-confidence and independence in every lesson through speech but also accompanied by appropriate actions or examples. well, so that the implementation of character education can run optimally.
Keywords: Character Education, Learning Achievement

Introduction

The influence of globalization and the flow of information has consequences for human development in the world, including Indonesia. Every effort has been prepared to face changes and challenges, including increasing one's potential to become superior human resources and able to compete with other nations. Human resources that are superior and able to compete for a student are students who have good learning achievements. Good learning achievements are obtained through discip-

-line, self-confidence and independence. Discipline, self-confidence and independence are character education values that need to be instilled in students so that students have these characters. With character education, students will achieve more. This is in accordance with the opinion of Raka, et al (2011: 204) "character education carried out correctly will improve students' academic achievement". Students who excel and have good character are the goals of national education. This is stated in the National Education System Law no. 20 of 2003 article 3 which reads: "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, as well as being healthy, knowledgeable, capable, creative, independent and becoming democratic and responsible citizens."

The function of national education in general is to educate the nation's life to realize a dignified Indonesian nation, by maximally developing and shaping the character of students according to existing cultural values. The purpose of national education is inseparable from the function of education, which is to develop the potential of students to become human beings who are faithful and devoted to God Almighty. National education also aims to form students who are noble, physically and mentally healthy, creative-minded, independent, and become responsible Indonesian citizens who uphold democratic values.

The government through the Ministry of National Education has launched the implementation of character education for all levels of education from elementary to university. According to Simon Philips in the book Reflections on National Character, quoted by Sumarno, the definition of character is "a collection of values that lead to a system, which underlies the thoughts, attitudes and behavior displayed. If character has been formed from an early age, it will not be easy to change one's character. He also hopes that character education can build the nation's personality. According to the Ministry of Education, education is considered as a preventive alternative. That is because education builds the nation's new generation to be better. As a preventive alternative, education can be expected to develop the quality of the nation's young generation in various aspects, and can minimize and reduce the causes of various cultural and national character problems.

For Indonesia today, character education also means carrying out a serious, systematic and sustainable effort to raise and strengthen the awareness and belief of all Indonesians that there will be no better future without building and strengthening the character of the Indonesian people. In other words, no better future can be realized without honesty, without improving self-discipline, without persistence, without a high spirit of learning, without developing a sense of responsibility, without

fostering unity amidst diversity, without responsibility, without a spirit of contributing to common progress, as well as a sense of confidence and optimism.

Character education is not just teaching what is right and what is wrong but more than that. Character education is carried out with the belief that a person's character can be developed and can be changed. Character education instills habits about what is good so that students become aware of what is right and wrong, are able to feel good values and usually do it.

The implementation of character education in schools is based on the circular letter of the Ministry of National Education Number: 1860/TU/2011 concerning the ceremony of the new school year and character education, the contents of which are: utilizing Monday, July 18, 2011, the first school entry day to hold ceremonies in educational units (elementary, junior high, high school or vocational school) to socialize the establishment of the 2011/2012 school year as the momentum for the implementation of character education. Character education is implemented with the aim of overcoming moral decline among students, for example: many alarming behaviors committed by children, such as talking dirty, lying, daring to fight teachers, disobeying school rules and even often skipping school. The decline in manners and other behaviors shows that low morals are a shared responsibility.

A student who has a moral decline such as cheating in the form of cheating, copying friends' work, being absent during class time talking dirty, lying, daring to fight teachers and so on will certainly affect the level of student learning achievement at school and affect his daily life.

Optimal learning achievement is influenced by internal and external factors. According to Slameto (2010: 54) the factors that influence learning achievement are internal factors and external factors, internal factors include motivation, intelligence, interest, physical, psychological and fatigue while external factors include family, school, and society. External factors are encouragement that comes from outside the student, while internal factors are an increase in student learning achievement where students have an encouragement from within the student himself to try, where one of them is character which is an encouragement that comes from within the student.

Good learning achievement is obtained through religion, honesty, discipline, tolerance, creativity, responsibility, independence, hard work, democracy, curiosity, national spirit, love for the country, respect for communicative achievement, love of peace, love to read care for the environment, and social care. The eighteen points mentioned above are character education values that need to be instilled in students so that students have these characters. With this character education, students will be more accomplished.

State Junior High School 35 Bekasi in class X there are 6 classes with a total of 180 students. The

minimum completeness criteria (KKM) determined by the school must be achieved by students, namely 75. But in reality there are still students who have not reached the KKM, out of 180 students who scored below the KKM as much as 70% Based on this, it can be seen that the social studies learning achievement of class X is low.

The existence of these conditions shows that the implementation of character education in schools is very necessary and implemented, because with character education in schools will shape the new character of students in accordance with the desired character. The suitability of character education with productive subjects is closely related to the success and learning achievement of these students. Based on this background, the authors are interested in conducting research on "The Effect Of Character Education On Student Student Student Student Student Student Student Student Student Worldwide".

Literature Review

Learning Achievement

According to Hilgrd and Bower, quoted and translated by Purwanto (in Leo Charli, 2019), the meaning of learning is as follows: Learning is related to a person's behavior in a particular situation which is caused by repeated experiences in that situation, where changes in behavior do not occur. cannot be explained or based on a person's natural response tendencies, maturity, or momentary conditions (eg fatigue, drug influence, etc.). According to Slameto (in Leo Charli, 2019) "Learning is a process of effort carried out to obtain a new change in behavior as a whole, as a result of one's own experience in interaction with one's environment." From the opinions of these three experts, learning can be interpreted as a process that produces permanent and comprehensive changes as a result of individual responses to certain situations. These changes are not only related to increasing knowledge, but also in the form of skills, abilities, attitudes, behavior, thought patterns, personality and so on.

From the above opinions, the author can conclude that learning achievement is the real ability obtained by students for their efforts or activities in the learning process at school or in college which results in changes in behavior shown as a result of learning covering cognitive, affective, and psychomotor fields that can provide emotional satisfaction in themselves.

Character Education

According to Kurniawan (in Budi, 2020) character education is a planned process in shaping a person's character and personality in accordance with the values contained in society, these values can be sourced from an understanding of religion and belief, so basically the values of character education must be

appropriate and does not violate the values contained in that belief. In Indonesia, the concept of character values can be taken from the ideology of Pancasila and culture. In accordance with what was stated by the Ministry of Education and Culture in 2018, national character values consist of 18 attitudes. These character values are religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curious, national spirit, love of the country, respect for achievements, friendly/communicative, love of peace, like to read, care for the environment, social care, and responsibility.

So it can be concluded that character education is learning that leads to a process to form humans who have character or values as characteristics or characteristics of each individual on strengthening and developing children's behavior that is systematically designed and carried out by school components in order to influence the character of students. With the character education implemented in this country, it will produce individuals with morals, personality, and dignity.

Research Methodology

Basically, this section explains how the research was carried out. The main topics discussed in this section are: (1) research design; (2) Scope of Research; (3) population and sample; (4) Instruments; and (5) Data Collection and Analysis. For research, when using tools and materials, it is necessary to write down the specifications of the tools and materials. Tool specifications describe the sophistication of the tools used, while material specifications describe the type of material used. This type of research is quantitative research.

The subjects of this research were 120 class X SMA Sandikta students. The instruments in this research are questionnaires and documentation. Questionnaires/questionnaires are used to collect data about the disciplined, self-confident and independent character possessed by students as a result of instilling character, self-confident and independent education. The measurement scale used in this research uses a Likert scale, with alternative answers 1-4. Meanwhile, documentation is to collect data on student learning achievements and learning tools (syllabus and lesson plans).

Results and Discussions

Results

The research was conducted at SMA Sandikta Bekasi. The research population was class X students as many as 180 students, so a sample of 120 students was obtained. The research was conducted from June to September 2023. In this study, there are two variables, namely Character Education as variable X and

Student Learning Achievement as variable Y. Based on the results of research conducted through questionnaire data on character education on the learning achievement of 8th grade students at SMA SANDIKTA Bekasi with a statement of 25 Likert scale statements with a theoretical range of respondents' scores, the scores have been processed into value scores with a range of scores from 1 to 5 after the data is collected, data processing is then carried out using descriptive statistics.

Prerequisite test analysis was conducted before hypothesis testing. Prerequisite tests include normality test and homogeneity test. Normality test to determine whether the data that the author collects and examines includes normally distributed data or not. The calculation of the normality test was carried out with the SPSS 20 for windows program with the Kolmogorov-Smirnov analysis technique. The basis for decision making used is if p> 0.05 (p is greater than 0.05) then it is declared normal.

1. **Normality Test**

a. Normality Test of Character Education Score

One-Sample Kolmogorov-Smirnov Test

		Pendidikan Karakter
N		120
Normal Parameters[a,b]	Mean	60.9667
	Std. Deviation	6.34569
Most Extreme Differences	Absolute	.115
	Positive	.115
	Negative	-.100
Kolmogorov-Smirnov Z		1.255
Asymp. Sig. (2-tailed)		.086

Based on the probabilities in the table above, the following conclusions can be drawn: The significance value (p) of the character education variable (X) is 0.086> 0.05, which means that the data is normally distributed.

b. Normality Test of Learning Achievement

Based on the probabilities in the table below, the following conclusions can be drawn: The significance value (p) of the character education variable (X) is 0.084> 0.05, which means that the data is normally distributed.

One-Sample Kolmogorov-Smirnov Test

		Prestasi Belajar
N		120
Normal Parameters[a,b]	Mean	54.4750
	Std. Deviation	6.23485
Most Extreme Differences	Absolute	.115
	Positive	.108
	Negative	-.115
Kolmogorov-Smirnov Z		1.258
Asymp. Sig. (2-tailed)		.084

2. Linierity Test

The linearity test aims to determine whether the independent variable (X) and the dependent variable (Y) have a linear relationship or not. The independent variable with the dependent variable is declared linear if the significance value in the deviation from linearity is greater than 0.05. The calculation of the linearity test was carried out with the SPSS 20 for Windows program. The results of the linearity test that have been analyzed are then presented in the form of the following table:

ANOVA Table

			Sum of Squares	df	Mean Square	Sig.
Prestasi * Pendidikan Karakter	Between Groups	(Combined)	3.955.619	22	179.801	.000
		Linearity	3.863.828	1	3.863.828	.000
		DeviationBelajar from Linearity	91.791	21	4.371	.885
	Within Groups		670.306	97	6.910	
	Total		4.625.925	119		

Based on the table above, the significance value of the relationship between the character education variable (X), and social studies learning achievement is 0.885 (Y), greater than 0.05 so it can be concluded that the relationship between the two independent variables with the dependent variable is linear.

3. **Hypothesis Testing**

Based on the simple regression analysis between the character education variable (X) and the social studies learning achievement variable for class X students of SMA SANDIKTA Bekasi, the results of hypothesis testing can be seen in the table as follows.

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.271	2.250		-.120	.904
Pendidikan Karakter	.898	.037	.914	24.459	.000

Discussions

This study aims to determine the description of character education variables on social studies learning achievement of grade X students of SMA Sandikta Bekasi. The characteristics of each research variable and the results of hypothesis testing have been stated in the previous description. The discussion of the research results here is based on these two elements. (1) Character Education (X), Based on the data collected through the distribution of questionnaires on the role of character education, it can be seen that the results of research using descriptive analysis as a whole show the influence of character education on grade X students of SMA Sandikta Bekasi. This can happen because the instrument used for data collection in this research has carried out the validity stage and has been tested and the results meet the requirements to be used as a valid and reliable data collection instrument. (2) Learning Achievement of Social Studies Subjects (Y), Research conducted at SMPN 23 Depok aims to see a general picture related to the influence of character education on learning achievement. The influence seen from both aspects can be said to have an influence between one another. In accordance with the results of the calculation that students who have character education affect learning achievement by 83.4% while the remaining 16.6% is influenced by other factors. (3) The Effect of Character Education on Learning Achievement in Social Studies Class X Students at SMA Sandika Bekasi, One of the objectives of this study is to determine the effect of character education on the learning achievement of social studies class X students, so that data collection is carried out for the purposes of this study. Character education in this study is placed as an independent variable. Measurement for character education variables is based on indicators of character values. Data on character education is obtained through data collection using an instrument in the form of a questionnaire.

Conclusion

There is an influence of character education on the social studies learning achievement of class X students at Sandikta Bekasi High School. This can be seen from the value of Fcount = 598.259 which is greater than Ftable = 3.92 (Fcount>Ftable), the equation Y = -0.271 + 0.898X is obtained and the magnitude of the influence of character education on learning achievement in social studies subjects in social studies subjects. 83.5%. This equation shows that if there is an increase in the value of character education by one point, then the social studies achievement score for class X students will increase by 0.898 points. The implementation of character education at Sandikta Bekasi High School shows that it is in the very good category and learning outcomes for productive subjects are in the good category. The implication of these results is that character education at Sandikta Bekasi High School is in the very good category and learning outcomes for productive subjects are in the good category. So the advice given from these findings is that students should improve their character of discipline, self-confidence and independence to improve their learning achievement. Likewise, teachers should not only instill discipline, self-confidence and independence in every lesson through speech, but also be accompanied by appropriate actions or example. So, so that the implementation of character education can run optimally.

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