

The Influence of Character Education within the Indonesia Curriculum: A Quantitative Analysis

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ABSTRACT

This study aims to quantitatively analyze the influence of character education in the Indonesian curriculum on the development of students' characters. How is the character education of junior high school students? and Is there any influence of character education on the behavior of junior high school students? This research uses quantitative research with a survey research design. The sampling technique used simple random sampling and obtained a sample of 88 students. Data collection techniques used questionnaire instruments, observations, and documentation. The results of this study indicate that: (1) Character education for junior high school students is classified as very high with a percentage of 88.64%; (2) The behavior of junior high school students shows a very good category at 77.27%; (3) There is a positive relationship between character education and the behavior of junior high school students. Where if character education of students increases by 1%, it will be followed by an increase in student behavior by 0.471. In the F-test, the obtained F-value is 4.483 and the critical value at a significance level of 5% is 3.39. Based on the results of regression analysis, the value of R-squared is 0.526. This means that the influence of character education on student behavior is 52.6%, while the rest is influenced by other factors outside the variables in this study.

Keywords: Character Education, Curriculum, Indonesia.

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1. INTRODUCTION

Character education is an integral aspect of establishing individual personality and morality. In Indonesia, character education has long been recognized as an important part of the national education system. Character education is an effort to instill habits in humans or students about good things so that they understand right and wrong (cognitive), can feel the right value (affective) and can do things (psychomotor) (Purwanti, 2017; Purwanti & Farhurohman, 2022). The essence of learning character values is not only at the cognitive

stage but up to internalization and real experience in the daily lives of students in society (Irawan, Masyitoh, et al., 2023; Irawan & Masyitoh, 2023; Sholekah, 2020). Character education is a system of naming character values that includes the components of knowledge, awareness or willingness, and action to implement these values, both towards God Almighty, self, others, the environment, and nationality. However, because humans live in a certain social and cultural environment, the development of an individual's character can only be done in the relevant social and cultural environment (Omeri, 2015). The nature of character is not inherited, but something that is built continuously from day to day through thoughts and deeds, thoughts, actions after actions (Samani & Hariyanto, 2019; Ramli, 2003; Wibowo, 2012).

Character education has great significance in building moral foundations and national values in the young generation under the nation's philosophy, which is Pancasila (Aziz, 2017; Irawan & Firdaus, 2021; Novitasari et al., 2021). Pancasila as the ideology and foundation of the Indonesian state contains deep values, such as cooperation, unity, justice, and democracy (Latif, 2017; Purnamasari & Ysh, 2022; Qomaruzzaman, 2012; Winarno, 2017). The application of Pancasila values in daily life, as well as its impact on character building and positive attitudes in Indonesia's young generation (Budimansyah, 2010). Character education can instill character values in students as a foundation for the creation of a quality generation that can live independently in everyday life. So that later they can become human beings who have the principle of a truth that can be accounted for (Dalyono & Lestariningsih, 2017a; Elihami & Syahid, 2018; Maunah, 2016). Strengthening character education in the current context is very relevant for overcoming the moral crisis that is currently plaguing this country (Mukti, 2018; Rolitia et al., 2016; Sholihah & Maulida, 2020). According to Megawangi, (2004: 62) character education is an effort to educate children to make wise decisions and practice them in everyday life. Although there have been great efforts to implement character education in schools, there are still challenges that need to be overcome, especially in the face of accelerating times, evolving technology, and dynamic social changes (Fatturrohman et al., 2013; Muslich, 2011; Ningsih, 2015; Wibowo, 2012). Strengthening character education in the current context is very relevant for overcoming the moral crisis that is currently plaguing this country (Andrianti, 2019; Mukti, 2018; Rolitia et al., 2016; Safitri et al., 2022; Sholihah & Maulida, 2020; Sujatmiko et al., 2019).

In essence, character consists of eight elements, such as urges, instincts, reflexes, character traits, sentiments, interests, virtues and will (Julaeha, 2019). Characters aren't inherited. One builds its daily by the way one thinks and acts, thought by thought, action by action (Jerome & Kisby, 2019). The term learning can be defined as "a set of external events that are created to support the internal learning process (Ozar, 2018). The word character comes from the Latin roots *kharakter*, *kharassein*, and *kharax*, which means tools for marking, to engrave, and pointed stake (Baehr, 2017). Moral actions are found in several aspects, such as competence, desire and habit (Lickona, 1991; Wueste, 2018a) Character education, thus, is a system of instilling character values in school members that include components of knowledge, awareness, willingness, and action that includes components of knowledge, attitude, and skills (Arthur, 2003; Jerome & Kisby, 2019; Walker et al, 2015). Thus, according to the researchers, the purpose of character education focuses on developing the potential of students as a whole, to become individuals who are ready for the future and able to survive to overcome the challenges of a dynamic era with commendable behaviors (Park, 2004). Character education is considered as education of human morality values that are realized and carried out in real actions (Kusuma et al., 2020; Zhixiang, 1989), humans are able to overcome themselves and improve their quality of life for the better (Narvaez & Lapsley, 2008a).

The importance of character education in education units is also reinforced by several research results that show a person's success and failure in all aspects of life are not determined solely by knowledge and technical ability, but more by personality factors or attitudes. The results of the research include; the results of research at Stanford University concluded that success is determined by 87.5% attitude (attitude) and only 12.5% due to one's academic ability (Mardiansyah et al., 2011: 88). The same thing is also shown by the results of research from the Carnegie Institute of Technology which says that of 10,000 successful people, 85% of success is due to personality factors and 15% due to technical factors (Kurniawan, 2010: 87). Similarly, Wiggam's research (in Kurniawan, 2010:87) states that out of 4000 people who lost their jobs, 400 people (10%) were due to technical ability, while 3,600 people (90%) were due to personality factors. The above view shows the importance of character education in forming a nation that is resilient, noble, competitive, tolerant, moral, patriotic, dynamically developing, and cooperative (Narvaez & Lapsley, 2008b; Sajadi, 2019). So that all of them are processed in learning which is part of the curriculum. The curriculum as the center of publication that character education functions as a developer of basic potential to have a good heart, think well and behave well, improve a competitive nation in world relations, strengthen and build multicultural national behavior (Choat et al., 2023; Lebeaume, 2011; Milner, 2010; Wueste, 2018). This influences citizenship behavior that encompasses the dimensions of affective, continuity, indebtedness obligation, and moral necessity (Guhao, 2023; Inada, 2023). Learner-centered means that the planning, process and assessment of learning must pay attention to the needs, abilities and characteristics of students, both learning activities in the classroom (intracurricular) and outside the classroom (co-curricular and extracurricular) that adjust the needs of students.

2. RESEARCH METHODS

This research employs a quantitative research design with a survey method conducted by sampling from the population and using questionnaires to gather information from respondents. The aim is to provide an overview of research that elicits opinions or responses from the selected sample to determine the influence between two or more variables, thereby establishing whether there is an effect between these variables. The research population consists of 9th-grade students at SMP Negeri 3 Belitang Madang Raya, totaling 112 individuals. The sampling technique utilized the Slovin formula:

$$n = \frac{N}{1+Ne^2}$$

$$n = \frac{112}{1+112(0,05)^2}$$

$$n = 87,5 = 88$$

The data collection techniques used in this research include: questionnaires, observations, documentation, and validity testing of character education from 30 character education instruments, consisting of 4 invalid questions and the remaining 26 valid items. Furthermore, out of the 26 items of behavior instrument questions, there is 1 invalid item and 29 valid items. There is 1 item of question that is invalid with the same intended question and purpose. Therefore, 29 valid items are tested, and 1 question item is replaced with the same intended question and purpose, making a total of 30 items. The reliability test for character education yielded 0.775, and the reliability of student behavior was 0.862. Since both values exceed alpha ($\alpha= 0.60$), both variables are considered reliable. The data analysis technique used in this research is simple linear regression analysis.

Data analysis involves testing prerequisites, including normality test, homogeneity test, and autocorrelation test. Normality test is one of the fundamental tests conducted before delving deeper into data analysis. The decision-making basis in the normality test is if the significance value > 0.05, then the data is normally distributed. Conversely, if the significance value < 0.05, then the data is not normally distributed.

3. RESULTS AND DISCUSSION

3.1 The Influence of Character Education on Students in Schools

Table 1. Normality test results

N		100
Normal Parameters	Mean	0
	Std. Deviation	7.2709793
	Absolute	0.074
Most Extreme Diffences	Positive	0.074
	Negative	-0.069
Kolmogogrov-Smornov Z		0.74
Asymp. Sig (2-tailed)		0.645

From Table 1, the calculation results using SPSS show that the overall significance values are > 0.05, indicating that the data is normally distributed.

Table 2. Description of data for each variable
Character Education

N Valid	100
Missing	0
Mean Std. statistic	84. 89
Std Error	1.0472
Variance Statistic	109.654
Std. Deviation	10. 472
Range	54
Minimum	62
Maximum	116

Based on Table 2, the interpretation of the descriptive analysis results is as follows: the respondents' ratings regarding character education range from a minimum of 62 to a maximum of 116, with a mean value of 84.8900 and a standard deviation of 10.47160. The magnitude of the standard deviation deviation from the mean value is relatively small, at 1.23%, indicating a slight difference between the minimum and maximum values of the character education variable. In other words, the respondents' ratings have a small variation.

Table 3. Correlation Test

	Character Education	Curriculum
Character Education	Pearson Correlation	1
	Sig. (2-tailed)	766**
	N	100
		100

Curriculum	Pearson Correlation	766**	1
	Sig. (2-tailed)	0	
	N	100	100

The value in the correlation table is 0.766, indicating the Product Moment Correlation Coefficient, marked with two asterisks (**). This signifies that with two asterisks, the correlation coefficient is significant at the 0.01 level of significance. The value of 0.000 indicates the level of significance, demonstrating significance level 1- the end of the correlation coefficient below 0.05 in the positive direction. Therefore, the correlation between the character education variable and the curriculum variable can be concluded as significantly positive. With a value of 0.766, it describes the extent of the relationship between the character education variable and the curriculum variable, which is 76.6% or, in percentage terms, 76.6%. Thus, the correlation between the character education variable and the curriculum variable is positively stated, indicating a strong and direct relationship.

Table 4. Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
		Std. Error			
Constant	17.034	5.862		2.906	0.005
Character Education	0.819	0.0069	0.766	11.79	000

Dependent Variable: Character Education

Based on table 4, the Unstandardized Coefficient column is used to create the regression equation. Since the constant value is 17.034, the coefficient for the education variable (X) is 0.819, and for the curriculum variable (Y), the regression equation can be written as follows: $Y = 17.034 + 0.819X + e$. The linear regression test results indicate a positive relationship in the role of self-concept in shaping students' character. This aligns with research by Arif Rachman, which suggests that character education should begin with belief in the Almighty. Character education in schools significantly contributes to influencing students.

Based on Figure 1, the pie chart above shows that 88.64% of students achieved a score in the 'very high' category, represented by 78 respondents, indicating that student character education is categorized as very high. According to the pie chart above, 77.27% of students obtained a score in the 'very high' category, represented by 68 respondents. Based on the research results, character education falls into the 'very high' category. This is evident from the questionnaire scores, with 88.64% represented by 78 respondents, 4.55% in the 'high' category represented by 4 respondents, and 6.82% in the 'medium' category represented by 6 respondents. Meanwhile, based on the questionnaire results, students' behavior at Madrasah Ibtidaiyah Sindangjawa is categorized as 'very good' with a score of 77.27% represented by 68 respondents, while the remaining 22.73% are categorized as 'good' represented by 20 respondents.

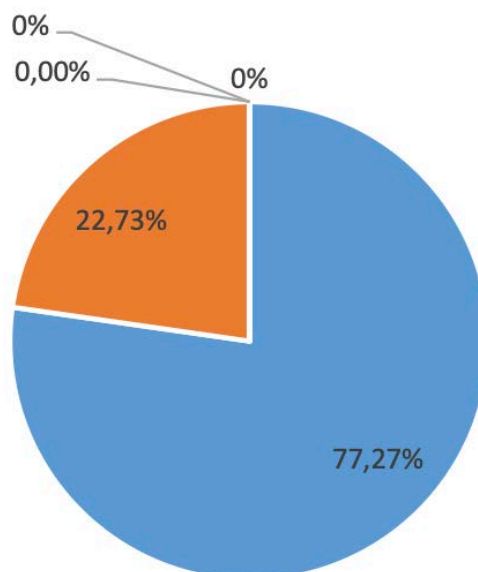


Figure 1. Student Character Education

From the aforementioned research results, it can be inferred that there is a positive influence of the independent variable (character education) and the dependent variable (student behavior). This is supported by the simple regression analysis results, showing a correlation coefficient (r) of 0.446 and an R-square of 0.526. This means that character education has a positive influence of 52.6% on student behavior. After conducting an F-test, the obtained F-value is 4.483. The F-table value at a significance level of 5% and degrees of freedom (df) = 86 is 3.95. Therefore, it can be concluded that the obtained F-value > F-table, and the significance level 0.000 < 0.05.

Based on the regression analysis results, the t-value is 4.948, and the t-table value (d-k) (88-2=86) is 1.662. Therefore, the obtained t-value > t-table, and the p-value (Sig.) is 0.000 < 0.05. The regression equation is $Y = 147.325 + 0.471X$. Thus, it can be concluded that the null hypothesis (Ho) is rejected, and the alternative hypothesis (H1) is accepted, indicating a positive influence of character education on student behavior.

Based on the above results, it can be said that the higher the character education in school, the higher the student behavior in school. The research results state that 'there is a positive influence between character education and student behavior'. Character education contributes effectively by 21.40% to student behavior and relatively contributes by 57.29% to student behavior. With a correlation value of 0.273, there is a significant relationship between character education and student behavior with a significance value of 0.000, and the relationship between character education and student behavior is low.

3.2 Planning for Character Strengthening in Schools

Table 5. Planning for Character Strengthening in Schools.

No	Answer Choices	Weight	F	Percentage / %	Score
1.	Strongly Disagree	1	0	0	0
2.	Disagree	2	4	4	34
3.	Somewhat Agree	3	24	24	233
4.	Agree	4	47	47	465
5.	Strongly Agree	5	25	25	244
	Total		100	100	980

Based on the research results of data collection in the aspect of Planning for Integration of Character Strengthening at SMP Negeri 3 Belitang Madang Raya, it is stated that strongly disagree (0%), disagree (4%), somewhat agree (24%), agree (47%), and strongly agree (25%). Therefore, the dominant response in the planning aspect found is statements that Agree with a score of (47%).

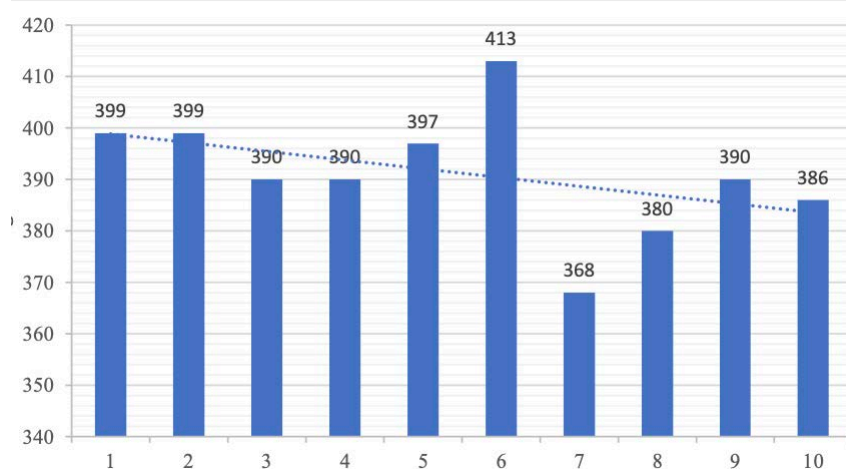


Figure 2. Character Strengthening Planning Charts

To determine the results of respondents' responses regarding Statements submitted regarding the Character Education Strengthening Planning out of 10 Statements. The list of Statements was distributed to 100 respondents, and the results can be seen in the appendix, then the following formula is used.

The highest value for each Planning indicator: $100 \times 5 = 500$

The lowest value for each Planning indicator: $100 \times 1 = 100$

Number of Statement criteria = 5

So, to obtain the interval scale value, the following formula is used:

$$NJI = \frac{500 - 100}{5} = 80$$

Table 6. Classification of assessment

Value	100	180	Not good
Value	180	260	Less Good
Value	260	340	Quite Good
Value	340	420	Good
Value	420	500	Very Good

Statement regarding school readiness in planning Character Education scored 399 or falls within the good criteria. This means SMP Negeri 3 Belitang Madang Raya received positive responses from students in terms of school readiness to organize implementation in a good and structured manner.

Statement regarding the relationship between student readiness and Character Education scored 390, meaning students provided a good response. It can be interpreted that students in both schools have a very good perception in stating that Civic Education is a subject closely related to the learning of the Pancasila Student Profile Strengthening

Project. This affects the position of the field of study in integrating various values in learning activities to the maximum.

Statement regarding the readiness of teachers to implement Character Education scored 413, making it the statement with the highest score. This can be linked to the fact that many students agree with the readiness of teachers to teach Character Education to the maximum supported by appropriate resources and methods.

4. CONCLUSION

Based on the research findings and data analysis, several general conclusions can be drawn: Firstly, student character education is notably high. This is evident from the data collected, which indicates that character education falls within the 'very high' category, with 78 respondents representing 88.64% of the total. Secondly, student behavior is characterized by a high level of excellence. The collected data demonstrates that 77.27% of respondents exhibit behavior categorized as 'very good', represented by 68 individuals. Lastly, it is evident that the independent variable significantly impacts the dependent variable. The obtained F-value of 4.483, tested against degrees of freedom (df) $dn1 (k-1)=(2-1)=1$ and $dn2=(n-k)=(88-2)=86$, at a significance level of 5%, yields a critical value (ftabel) of 3.95. Consequently, rejecting the null hypothesis (H_0) is appropriate as the calculated F-value (fhitung) exceeds the critical value (ftabel). Additionally, the significance level of $0.000 < 0.05$ underscores the substantial influence of the independent variable on the dependent variable. Curriculum changes are natural and often occur as an effort to renew educational innovation, character education in the 2013 curriculum is integrated through exemplary, habituation and discipline which contains character values reflected in belief in God Almighty and obedience in worship, which should guide individuals to develop other main values, such as nationalism, independence, gotong-royong, and integrity. Furthermore, the merdeka curriculum as a response to the challenges of the 21st century has a goal of developing a true Indonesian student profile, namely through strengthening the character of *Profil Pelajar Pancasila*, which is a formulation of the ideals of national education as well as a synthesis of various references including the results of studies in Indonesia and also at the international level.

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