

The Effect of Character Education on The Behavior of Grade V Students of SD Negeri Minasa Upa, Kota Makassar

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ABSTRACT

Character education involves creating a school environment that helps students understand, care about, and act upon ethical values. The purpose of this study was to describe character education and its influence on fifth-grade students at SD Negeri Minasa Upa, Kota Makassar. This research was conducted using an ex-post facto approach. The results showed that character education falls into the moderate category, with a percentage of 73.3%, while student behavior is also in the moderate category, with a percentage of 68.9%.

Keywords : Character education, behavior,

1) INTRODUCTION

Education is a very urgent need for humans in their efforts to live as humans, so there is no such thing as humans and their lives if there is no educational process in it. The loss of values in children is certainly a serious challenge for education, as an institution that has an important role in the realization of the Indonesian generation. Character education is a creation of the school environment that will help students understand, care, and even act based on ethical values. Character education can simply be interpreted as any positive thing that the teacher does and will affect the character of the students who will be taught. This is in accordance with the objectives of national education described in Law No. 20 of 2003 article 3 concerning the National Education System as follows:

National education has a role and function in developing the potential of students, as well as shaping their character as a dignified nation in order to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

. Character education, which focuses on instilling ethical values, attitudes, and behaviors, plays a vital role in shaping students' personalities and moral compass. It aims to develop qualities such as responsibility, honesty, respect, empathy, and discipline, which are necessary for individuals to

Paper presented at The 1st ICONETT on August 21st-22nd, 2024

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function effectively in society. As noted by Lickona (1991), character education is not merely an academic program but a holistic process that incorporates moral reasoning, emotional intelligence, and ethical behavior into daily practices at schools.

Elementary school years are critical for instilling character education, as students at this stage are at the formative phase of their cognitive and emotional development. Schools play an essential role as agents of socialization, where character education is integrated into curricular and extracurricular activities. As stated by Berkowitz and Bier (2005), effective character education programs often lead to improved student behavior, social interaction, and academic performance. These findings emphasize the relevance of implementing character education in elementary schools, particularly for grade V students who are transitioning into a phase of increased social and academic expectations. This concept, as outlined in the Ministry of Education and Culture Regulation No. 20 of 2018, integrates values such as religiosity, nationalism, independence, and mutual cooperation into the educational framework. Setiawan & Rahmawati, (2019). the study underscores the importance of character education as a foundational element in shaping the moral and ethical development of students, ultimately leading to a more positive school culture and improved societal outcomes.

2) METHODS

The data collection method is a method used to collect data so that researchers are able to explain their research problems. The methods used in data collection are:

a. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or written questions to respondents.

b. documentation

Documentation is data collection through archives, this method is carried out by looking at official documents, stored records in the form of transcripts, books, newspapers etc.

c. Research Design

This research uses a quantitative approach with ex post facto.

d. Research Instrument

Research instruments are tools used by researchers to collect data; the quality of the instrument will determine the quality of the data to be collected. Therefore, instruments in research are needed and very important to use in collecting data.

3) RESULTS AND DISCUSSION

Based on the results of data collection through a questionnaire instrument to find out character education and behavior of fifth grade students of SD Negeri Minasa Upa, Kota Makassar. So in this section the researcher will discuss the research results obtained based on the data collected.

a. Forms of Character Education for Grade V Students of SD Negeri Minasa Upa, Kota Makassar.

Research conducted on the impact of character education at SD Negeri Minasa Upa, Kota Makassar involved 45 respondents and utilized a Likert scale questionnaires with 26 statements. The descriptive analysis revealed a maximum score of 48 and a minimum score of 36. The findings showed that 6 students (13.3%) fell into the low category, 33 students (73.3%) were in the moderate category, and 6 students (13.3%) were in the high category. These results indicate that character education for fifth-grade students at SD Negeri Minasa Upa is predominantly in the moderate category.

b. Behavior of Grade V Learners at SD Negeri Minasa Upa Makassar City.

Research conducted on the impact of character education at SD Negeri Minasa Upa in Kota Makassar involved 45 respondents using a Likert scale instrument with 26 statements. The descriptive analysis revealed a maximum score of 56 and a minimum score of 42. Data collected through a questionnaire showed that among fifth-grade students, 10 (22.2%) fell into the low category, 31 (68.9%) were in the medium category, and 4 (8.9%) were in the high category. These findings indicate that the behavior of fifth-grade students at SD Negeri Minasa Upa generally falls within the medium category. While their behavior is considered good, it still requires further improvement.

c. The Effect of Character Education on the Behavior of Grade V Students of at SD Negeri Minasa Upa, Kota Makassar

Several factors may influence students' behavior, originating either internally or externally. As Ahmad Pujo Sugiarto and colleagues explain in their journal, there are two main categories of factors that impact student behavior. Internal factors include emotions, perceptions, learning processes, and lack of motivation. External factors, on the other hand, involve the family environment, school environment, and community environment. From this explanation, it can be concluded that students'

behavior is shaped by a combination of internal and external influences. Therefore, personal growth and behavioral changes require both external support and an intrinsic desire and motivation. Behavioral changes, whether at the individual or group level, do not occur instantly but rather progress through stages. A fundamental aspect of this transformation is an individual's ability to internalize knowledge gained through social interactions within their environment. This gradual process underscores the importance of understanding and adapting within the social context to drive meaningful behavioral change.

4) CONCLUSIONS

Based on the analysis of the data and discussions presented in the previous chapter, this study arrived at the following conclusions:

Character education for fifth-grade students SD Negeri Minasa Upa, Kota Makassar, involves daily routines such as congregational Zuhr and Duha prayers. Additionally, there are periodic activities, including flag-raising ceremonies, flash pesantren, Friday prayers, and Clean Friday programs. Students also take turns performing class picket duties based on a schedule agreed upon with their homeroom teachers. Regarding the outcomes of character education among the fifth-grade students, research involving a sample of 45 students revealed that 6 respondents (13.3%) fell into the low category, 33 respondents (73.3%) were in the moderate category, and 6 respondents (13.3%) were in the high category. The average score for character education among these students indicates that 73.3% fall into the moderate category.

In terms of behavior, the same sample of 45 students showed that 10 respondents (22.2%) were in the low category, 31 respondents (68.9%) were in the moderate category, and 4 respondents (8.9%) were in the high category. The average behavior score of fifth-grade students indicates that 68.9% fall into the moderate category. The study also found a significant influence of character education on the behavior of fifth-grade students. The calculated t-value ($t_{\text{calculated}} = 5.882$) exceeds the critical t-value from the t-distribution table ($t_{\text{table}} = 1.681$), and the p-value ($\text{sig.} = 0.000$) is less than the significance level of 0.05. These results demonstrate that character education has a 56.7% influence on student behavior, with the remaining 43.3% attributed to other factors.

The implications of this research are as follows:

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1. **For Teachers:** This study highlights the need for teachers to recognize that character education is currently at a moderate level. However, the character education being implemented has a significant impact on shaping students' behavior.
2. **For Students:** The findings of this research emphasize the importance of character education for students. It reveals that the character education of fifth-grade students at SD Negeri Minasa Upa, Makassar, falls into the moderate category. This insight urges organizers to enhance their efforts in shaping students' character by providing consistent real-life examples, serving as role models for students.
3. **For Researchers:** This research contributes to expanding the knowledge and understanding of researchers in the field of character education.

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