The Impact of Education Character on Learning Activity of Madrasah Aliyah Students in Manado

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Abstract

The Impact of Education Character on Learning Activity of Madrasah Aliyah Students In Manado. This research aims to determine the impact of Education Character on the learning activities of Madrasah Aliyah (MA) students in Manado City. This is quantitative research, and the population of this study were all class XII MA students in Manado City. At the same time, the sample in this study consisted of 78 students, formulated using an accidental sampling technique. Data analysis uses simple linear regression analysis.

The research results reveal that the variable Furthermore, the t-count value is 7.524, which means it is greater than the t table value = 1.665 with N=78 (7.524>1.665). Furthermore, it can be stated that this research rejects the Ho decision, which means that Education Character has a positive and significant impact on the learning activities of Madrasah Aliyah students in Manado City.

Keywords: Education Character; Learning Activities; Madrasah Aliyah

Introduction

Education is defined as learning activities and deepening knowledge; in this sense, new or old knowledge continues to develop. Education is also said to be an effort to educate the generation to become creative people. Education does not limit what knowledge should and should not be learned to obtain it (Modeong, 2016). Everything related to increasing knowledge is said to be education.

Law No. 20 of 2003 concerning the National Education System explains that education is a person's action to create an active learning atmosphere, then be able to develop skills, and have attitudes and traits that are capable of self-control, pleasing personality, intelligence, and noble morals. This law touches on the personality and noble morals that should be present in education. These two things can be the reason for the success of the education implemented. Because through personality and noble morals, a person can become open, responsible in his duties, and able to position himself in society. These two things also fall into the realm of Education Character (Zuchdi, 2015)

Developing a person's character cannot be done in a short time. Character can be formed starting from the education in the family; then, it can be continued with the education at school. The National Long Term Development Plan outlines that Education Character is included in the National Development Vision so that Education Character is included in important education that must be implemented in schools.

Character is a form of nature, character, behavior, and personality inherent in a person. A good character describes a good person and a successful education. Thus, the character is closely related to personality or morals (Zuchdi, 2015). Good personality and morals in the Indonesian generation are the essential capital for building an honest, independent, cooperative, and responsible society (Raharjo, 2010).

Apart from being developed in public schools, Education Character is also important to be implemented in madrasas. Through madrasas, they should be able to graduate generations who have noble character, are responsible, disciplined, and have good personalities. Madrasah graduates are expected to be able to reduce people's doubts about their character so that the generation of madrasa graduates can be relied on in various matters, including when entrusted with a responsibility.

The underlying reason for raising this research topic is that education character is an integral part of education that is rarely realized. A person's character is a guarantee of whether he will be accepted in society or not. Often, students'

character does not match the teacher's expectations; they are not disciplined with time and responsibility, do not obey the rules, do not have good ethics towards the teacher, study while playing on their cellphones, etc. These causes tend to have an impact on learning activities. For this reason, researchers are interested in raising this research topic to prove whether Education Character in Madrasas can significantly influence student learning activities.

Literature Review

Definition of Education Character

Character is a concept that refers to behavior as a form of characteristic that describes a person, differentiates him from others, and includes human nature and morals (Tracey, 2009). In other words, the character is a person's various personality traits, traits, and attitudes, which become the basis for behaving toward their environment.

A person's character begins with his upbringing in his environment, especially the family and school environment. Education character is a system of instilling character values, which includes the components of knowledge, awareness, will, and action to implement values, both towards God Almighty, oneself, others, and the environment, which are manifested in thoughts, attitudes, feelings, his words and actions are based on religious norms, law, etiquette, culture, and customs (Marzuki, 2015).

McElmeel describes the type of character identified as being able to conclude a series of character formation values into several parts as a form of student self-development. The types of characters developed by McElmeel consist of (Sharoon, 2002):

1) Concern: Relating to the nature of caring about the surrounding situation or environment. This also includes respect, having a sense of empathy, and acting with compassion towards others.
2) Confidence: Relating to belief in oneself and one's ability to succeed in achieving specific goals.
3) Courage: An act of will, desire, awareness, and strength in facing the problems around us.
4) Curiosity: The desire to learn, discover, and investigate something relatively new.
5) Flexibility: The ability to adapt to all situations in the surrounding environment.

6) Friendly: Able to interact with fellow relatives, manage groups, and work in teams.

7) Having goals: The ability to set and work hard to achieve them with strategic design and directed action.

The seven types of character described by McElmeel lead to the process of developing a person's self so that they have a high sense of caring and respect, have a purpose in life, and can take responsibility for something that is imposed on them.

The Implementation of Education Character

In implementing education, apart from teaching understanding and experience of science, teachers also play a comprehensive role in shaping the behavior of their students. So, it is believed that the knowledge taught in the learning process at school can be implemented in the surrounding environment as a form of behavior change. The highest goal of education is the development of students' personalities as a whole, from negative to positive, from destructive to constructive, and from bad to noble morals (Zaini, 2013).

The implementation of Education Character in the world of education is also used as a basis for behavior that must be practiced by all school members, including teachers and principals. Meanwhile, students are the main subject in the aim of character formation. To implement Education Character for students, appropriate strategies are needed to achieve the goals of Education Character. Education Character strategies can be integrated through learning processes, school management, and student development. (Fathurrohman, 2013).

The implementation of Education Character is described as follows:
1) Integrated Education Character in Learning
   This is related to awareness of the importance of human values and the implementation of these values in daily habits through the learning process, both directly and indirectly.
2) Integrated Education Character in School Management
   They relate to behavioral and moral values towards God Almighty, oneself, fellow human beings, the surrounding environment, nation, and state in forming excellent and quality character. Elements of Education Character in school management can also be planned through graduate competency designs, curriculum content, and coaching models for school learning activities.

3) Integrated Education Character through Educational Development Activities. Student development activities are educational activities carried out outside school class hours and outside the structured subjects that the school has designed. This activity involves counseling to address students' needs in developing their potential, interests, and talents. This extracurricular activity is managed directly by educators or educational staff at the school who have the ability and talent in the field of interest.

Schools have implemented strategies to implement Education Character in general to achieve the goal of forming good character for the nation's children. However, Education Character is still a hot topic of discussion. Education and Character then become a necessity even though educational institutions have tried in such a way to achieve this goal. The role of educational institutions primarily functions to shape the character of the younger generation, build a society that is more mature in dealing with conflicts in their environment, and be a medium for fostering and developing self-awareness.

Learning Activities

Learning activities are a process that produces affective, cognitive, and psychomotor changes in students as deliberate exercise (Hasmiati et al., 2017). Another definition states that learning activities are listening, digesting, and paying attention to the lessons delivered by the teacher (Nuraini et al., 2018). Thus, learning activities are defined as listening, understanding, and finding out activities carried out by students to gain knowledge, change attitudes, and improve skills.

Activities in learning are related to results. Learning activities need to be achieved well to achieve good results because suitable learning activities need to be met by students. Therefore, to achieve this goal, learning activities in the classroom must, of course, be maximal. Students must be disciplined in their assignments, be on time for class, and obey existing rules.

Learning activities are divided into eight activities as follows.: (1) Visual activities; (2) Oral activities; (3) Listening activities; (4) Writing activities; (5) Drawing activities; (6) Motor activities (motor activities); (7) Mental activities; and (8) emotional activities (Syamsudin, 2013).

This learning activity aims to train, educate, and build habits for students so they can be disciplined in the learning process. So that it can produce quality individuals based on changes in behavior. Gagne (in Abin Syamsuddin Makmun)

States that changes in behavior that are the result of learning activities can take the form of:

1) Verbal information: mastery of information in verbal or natural form, both written and written.
2) Intellectual skills: individual skills in interacting with their environment using symbols.
3) Cognitive strategy: an individual's ability to control and manage all his activities.
4) Attitude: namely the results of learning in the form of individual skills to choose the type of action to be taken.
5) Motor skills: are learning outcomes in the form of movement skills or activities controlled by muscles and physique.

Hopefully, these five behavior changes will stick with students when learning activities are successfully implemented. For this reason, as an educator, teachers must be able to be good mentors in directing their students. Students are both subjects and objects in the teaching and learning process because they are the ones doing the learning, and they are also the learning goals (Aliwanto, 2017).

Method

Research Design

This research is a type of quantitative research using an ex post facto approach. This research divides variables into two types: the independent variable (X), namely Education Character, and the dependent variable (Y), namely Student Learning Activities.

The research was conducted in all Madrasah Aliyah in Manado City. The research focuses on Class XII MA students. The reason for choosing class XII is because, at this level, students are ready to graduate from MA and interact with the world of college, work, and the surrounding community. The research was carried out for three months, from May 2021 to August 2021.

The population of this study was all students in class XII Madrasah Aliyah (MA) in Manado City. Meanwhile, the sample in this study was formulated using an accidental sampling technique, namely a sample taken by chance; that is, anyone the researcher met while at the research location could be used as a sample. Thus, the sample for this study consisted of 78 respondents. The data collection

instruments used in this research were observation, questionnaires, and documentation.

Validity and Reliability Test

The validity test uses product-moment correlation using the SPSS application with a significance level of 5%, which is higher than the table value (0.2227) at n=78. All statement items in the variable X and Y questionnaire instruments were declared valid and suitable for use as measuring tools in this research.

The reliability test states that the α value for the Education Character variable is 0.892, which means that variable X is declared reliable. Furthermore, in the reliability test of the Learning Activity variable, a Cronbach Alpha value of 0.931 was also obtained, which means it was higher than 0.70. So, variable Y is declared reliable.

Data Analysis Techniques

Descriptive analysis is presented in the form of an Analysis Requirements Test. This research uses two analysis requirements tests: (1) Normality Test and (2) Linearity Test. This normality testing technique uses the Kolmogorov-Smirnov test with the help of the SPSS program. Then, the analysis results in this linearity test use guidelines: if the significance value is greater than the alpha value (Sig. > α), then the two research variables are said to have a linear relationship. However, if the significance value of the calculation results is smaller than the alpha value (Sig. < 0.05), then the two variables do not have a linear relationship. The alpha value is determined at 5% or 0.05.

Hypothesis testing is answered through inferential analysis. Hypothesis testing is carried out to measure the direct influence of the independent variable (X) on the dependent variable (Y). The type of hypothesis test in this research is a linear regression test. Because there is only one independent and dependent variable, this research only uses a simple linear regression test.

Result

Test Requirements Analysis

1) Normality Test

Based on the results of the normality test using the Kolmogorov-Smirnov test in Table 1, it is stated that the significance value is above 0.05, namely 0.390 for

the two variables X (Education Character) and Y (Student et al.). So, it can be said that the data on these two variables is usually distributed.

Table 1. Normality test results using the Kolmogorov-Smirnov test

Variable		One Sample K.S	Result of the Normality
Independent	Dependent	Sig > 0,05	Test
Education Character	Students' Learning Activity	0,390	Normal

2) Linearities Test

The results of the linearity test by looking at the significance value in Deviation from Linearity showed that the significance value was more significant than 0.05 (0.521>0.05). So, the linearity test of the two variables in this research, namely X (Education Character) and Y (Student Learning Activities), is stated to have a linear distribution. See Table 2.

Table 2. Linearity test Result

Variable		Variable	Result of Linearities
Independent	Independent		Test
Education Character	Students' Learning Activity	0,521	Linear

3) Hypotheses Test

Simple linear regression analysis was done using the SPSS version 21 application by looking at the significance value. The criteria used as a reference in decision-making is if the significance value is > 0.05, then H0 is declared accepted; conversely, if the significance value is < 0.05, then H0 is declared rejected. The results of hypothesis testing using simple linear regression analysis can be seen in Table 3.

Table 3 Hypothesis test results in Variable X (Education Character) and
Y (Student et al.)

Variable		Variable	R^2	T_{count}	Significance
Independent	Independent				
Education Character	Students' Learning Activity	0,653	0,427	7,524	0,000

Table 3 presents the data on Variables. So, the simple linear regression test results on these two variables conclude that H0 is rejected, which means that

Education Character impacts the learning activities of Madrasah Aliyah students in Manado City.

Then, the results of this hypothesis test also describe the regression coefficient value between Variables X (Education Character) and Y (Student et al.) as 0.653 and the coefficient of determination as 0.427. The coefficient of determination refers to acquiring an effective contribution from variable X (Education Character) to variable Y (Student et al.). So, it can be concluded that Variable.

Discussion

Education Character was chosen as a research variable because Education Character has a broad influence, especially on changing human attitudes and behavior. Educational characters can form individuals who can behave and learn for students themselves. So, it is closely related if this variable is connected to the student's learning activities. Because if students have good character, the learning process will also provide good results. Education Character is not only related to issues of right and wrong but also how to instill habits about good things in life so that students have high awareness and understanding, as well as concern and commitment to apply virtue in everyday life, especially in the process of Study.

The test results obtained in this research are the significance value obtained in the regression test of 0.000, then it is stated that this value is smaller than α, namely 0.05. The count value was also obtained at 7.524, which means it is greater than the table value of 1.665 with N=78.

So, based on the scores obtained in this regression test, it can be concluded that the hypothesis formulated states that Ho is rejected, which means that the Education Character variable positively impacts the learning activities of Madrasah Aliyah students in Manado.

These results are also supported by research conducted by Aliwanto, which states that various existing factors will form that character, and among them are principles, designs, strategies, and learning models that are influenced by the environment. The learning model in Aliwanto's research is related to student learning activities. Thus, this variable becomes one of the determining variables for forming good student character, especially for themselves and their surrounding environment.

Research from Annisa Astrid also revealed that Education Character is something where educational practitioners can contribute to forming students'

character. So, Education Character should be integrated into all teaching subjects in schools and madrasas.

The discussion in the research article explains the results obtained from the research. The author compiles, analyzes, evaluates, interprets, and compares the latest findings with findings from existing research (at least five references). Avoid repeating sentences from the introduction, methods, and results. The number of discussion paragraphs should be longer than the introduction. The consistency of the article, from the title to the discussion, must be considered. Research weaknesses and suggestions for further research development are explained in this section.

Conclusion

The hypothesis test that was analyzed resulted in the variable). Furthermore, the count value is 7.524, which means it is greater than the table value = 1.665 with N=78 (7.524>1.665). So, it can be stated that this research rejects the Ho decision, which means that Education Character has a positive and significant impact on the learning activities of Madrasah Aliyah students in Manado City.

Furthermore, this research also reveals the effective contribution of variable X to variable Y, namely 42.7%, based on a coefficient of determination value of 0.427. So, it can be concluded that the remaining influence of 57.3% is determined by other variables not examined in this research. The conclusion contains answers to the research problem formulation. Conclusions and suggestions are written separately in subtitles. Conclusions contain answers to research questions. They are written in narrative form, not in numerical/numbering form. Suggestions are given based on research results.

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