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The Influence of Character Education on Students Disciplinary Attitudes

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Abstrak

Penelitian ini bertujuan untuk menilai pengaruh pendidikan karakter terhadap sikap disiplin mahasiswa pada program studi Pendidikan Bahasa Inggris di Universitas Nias. Penelitian ini menggunakan metode kuantitatif dengan analisis data deskriptif statistik. Subjek penelitian terdiri dari 35 mahasiswa Class A semester enam. Teknik pengumpulan data menggunakan skala Likert dengan lima pernyataan terkait pendidikan karakter dan sikap disiplin mahasiswa. Hasil penelitian menunjukkan bahwa pendidikan karakter yang diberikan di Universitas Nias berpengaruh signifikan terhadap sikap disiplin mahasiswa. Sebagian besar mahasiswa merasa bahwa pendidikan karakter yang mereka terima relevan dan membantu meningkatkan kedisiplinan mereka dalam berbagai aspek kehidupan akademik.

Kata kunci: *Pendidikan Karakter, Pendidikan Bahasa Inggris, Sikap Disiplin Mahasiswa.*

Abstract

This study aims to assess the influence of character education on students' disciplinary attitudes in the English Language Education study program at Nias University. This study uses a quantitative method with descriptive statistical data analysis. The subjects of the study consisted of 35 sixth-semester Class A students. The data collection technique used a Likert scale with five statements related to character education and students' disciplinary attitudes. The results of the study indicate that character education provided at Nias University has a significant effect on students' disciplinary attitudes. Most students feel that the character education they receive is relevant and helps improve their discipline in various aspects of academic life.

Keywords: Character Education, English Language Education, Students' Disciplinary Attitudes.

INTRODUCTION

Discipline is a very important aspect in student learning activities, because discipline can create a comfortable, safe, and orderly atmosphere in the school environment. Disciplinary attitude refers to a person's approach or mindset in complying with rules, norms, and responsibilities in a structured environment. Discipline includes an individual's ability to control his or her own behavior, respect authority, and follow applicable rules. Maintaining a disciplined attitude is essential for students to achieve desired goals and develop self-control and responsibility. Discipline can help students to focus on learning goals, reduce negative behaviors, and create an environment conducive to learning, (Brown, 2021; Sharma, 2019; Smith, 2020).

Character education is a deliberate and systematic approach to instilling ethical values, moral principles, and desirable traits in individuals, especially in educational settings (Thompson, 2020; Garcia, 2022). By developing emotional intelligence, ethical decision-making ability, and responsibility towards society, effective character education can help students to develop a positive and responsible personality (Thompson, 2020; Garcia, 2022).

However, in this modern era, with rapid technological advancements, there are concerns that student character and discipline may be declining due to the weakening of character education values (Sharma, 2019; Miller, 2020). The rapid development of technology, such as the use of the internet, social media, and other digital devices, has created a more challenging environment for student character building and discipline. This is seen in University of Nias English education study program, where some sixth-semester students have been observed violating campus regulations, such as lack of discipline, inconsistent behavior, and disrespect for others. A decline in students' discipline and character can negatively impact their academic success and personal development (Sharma, 2019; Miller, 2020).

This study aims to investigate the effect of character education on improving disciplinary attitudes among sixth-semester University of Nias students English Education study program. By exploring the specific strategies implemented at the university and their effectiveness in encouraging disciplined learning behavior, this study will contribute to the existing research on character education and student discipline. The findings of this study are expected to provide valuable insights for developing more effective interventions in improving student discipline through character education (Garcia, 2022; Thompson, 2020). This research can also help the university to understand the factors that influence student discipline and develop better strategies to instill strong character values.

RESEARCH METHOD

This study used quantitative research methods. Robson (2021:74) defines the quantitative research focuses on collecting and analyzing numerical data and on applying appropriate statistical techniques to test hypotheses and answer research questions. Scientific studies that methodically examine components, phenomena, and causal relationships are known as quantitative research. Methodical study of phenomena through data collection that can be quantified through the application of computational, mathematical, or statistical methods is known as quantitative research (Abdullah 2022:1). In order that, Gay (2019:102) defines the quantitative research is a formal, objective, systematic process used to obtain numerical data about the world. In this research, data are collected and transformed into numbers that can be analyzed statistically.

Collecting data of this study used questionnaire. Smith (2021:45) defines a questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. In line with this opinion, according to Zhang, H. (2020:102) questionnaires are structured instruments that comprise a list of questions aimed at obtaining quantitative or qualitative data from participants. The purpose of distributing this questionnaire was to find out the respondents' opinions regarding the influence of character education on students disciplinary attitudes.

The design used in the research is correlational research. Gay (2019:204), defines the correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. Correlational generally taken through questionnaires. The data analysis method in this research is descriptive statistics. Creswell (2020:180) defines the descriptive statistics are used to describe and summarize the basic features of the data collected. They provide simple summaries about the sample and measures as well as the shape of the distribution of the data. It supported by Pratiwi (2019: 81), Descriptive statistical data analysis includes data from tables, graphs, diagrams, circles, pictograms, calculation of mode, median, mean, decile calculation, percentile calculation, calculation of data distribution through calculation of average and standard deviation, and percentage calculation.

The sampling technique in this research used cluster random sampling technique, namely carrying out randomization to groups, not to subjects individually. In his seminal book sampling techniques, Cochran defines cluster sampling as follows: cluster sampling involves dividing the population into groups or clusters, randomly selecting some of these clusters, and then collecting data from all members of the selected clusters (Cochran 2019:245). The population of this study were all sixth semester students of the English Study

Program at University of Nias. The sample size was Class A of 35 students was selected using a cluster random sampling technique from the total population. To obtain the data, the researchers gave a questionnaire to each student containing 10 statements where 5 statements are for character education and 5 statements are for student discipline regarding the influence of character education on students disciplinary attitudes.

The rating scale in this study is a Likert scale. Sözen & Güven (2019) in Telaumbanua (2024) the scoring range of Likert Scale has five ranges, that were strongly disagree, disagree, neutral, agree, and strongly agree. In line with this opinion, Smith (2021:89) defines the Likert scale as a popular tool for attitude measurement, allowing respondents to specify their level of agreement with a statement on a multi-point scale.

RESULTS AND DISCUSSION

Results

In this study, the researcher analyzed each answer from 35 students, the researcher analyzed the results of the questionnaire to obtain data and then the researcher grouped the parts so that the researcher could find out the effect of character education on students' disciplinary attitudes.

A. The result of data character education question

Below are the categories of answers from 35 University of Nias class A students in the English Education Study Program to the 5 question asked by the researchers through the questionnaire.

Table 1.1 The Character Education statements

NO	The Statement	Answers from students					Total
		Strongly agree (SS)	Agree (S)	Neutral/ undecided (N)	Disagree (TS)	Strongly disagree (STS)	
1	Universitas Nias provides programs or activities that help me develop good character.	0	8	17	7	3	35
2	I feel that the character education provided at Universitas Nias is relevant to student life.	0	13	18	4	0	35

3	The character education at Universitas Nias has helped me become more disciplined.	0	10	17	6	2	35
4	I actively participate in the character education programs or activities offered at Universitas Nias.	1	9	21	4	0	35
5	In my opinion, character education is important for student success in academics.	5	13	7	2	8	35
Total		6	53	80	23	13	175
Mean		1.2	10.6	16	4.6	2.6	-
Median		0	10	17	4	2	-
Sample Variance		4.7	5.3	28	3.8	10.8	-
Sample Standard Deviation		2.17	2.30	5.29	1.95	3.29	-

Based on the data above, Table 1.1 shows the number of student answers to the 5 statements submitted by the researcher in the questionnaire. Most students chose to answer neutral, followed by the answers agree, disagree, strongly disagree and strongly agree with the least answer.

Students Categories 1-5

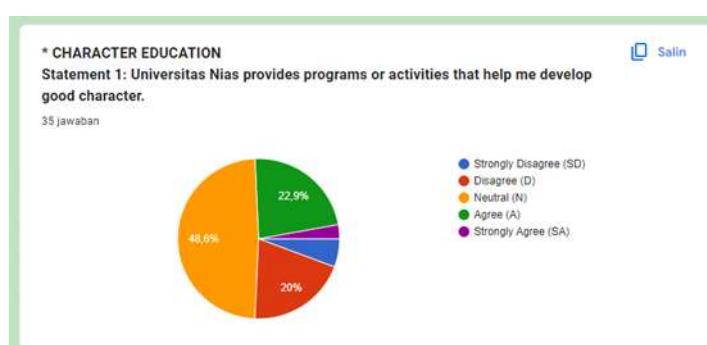


Figure 1.1 Universitas Nias provides programs or activities that help me develop good character

The first statement shows strongly agree 2.9%, agree 22.9%, neutral 48.6%, disagree 20% and strongly disagree 5.7%. So significant majority of students feel neutral about

whether University of Nias provides programs or activities that help develop good character. Specifically, no students strongly agree, 8 students agree, 17 students are neutral or undecided, 7 students disagree, and 3 students strongly disagree.

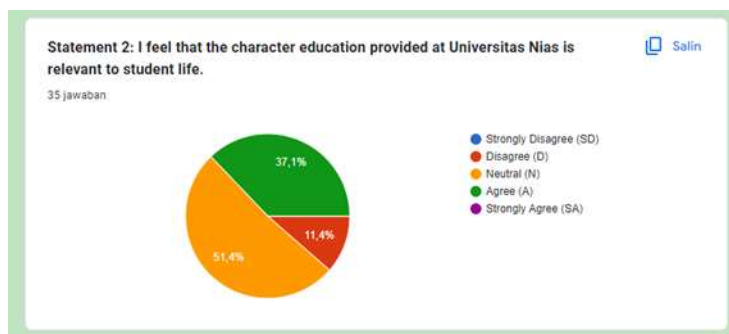


Figure 1.2 Students feel that the character education provided at Universitas Nias is relevant to student life.

The second statement shows agree 37.1%, neutral/undecided 51.4% and disagree 11.4%. So most students use English outside of class when greeting friends. So majority of students are neutral or undecided about whether the character education provided at University of Nias is relevant to student life. Specifically, no students strongly agree, 13 students agree, 18 students are neutral or undecided, 4 students disagree, and no students strongly disagree.

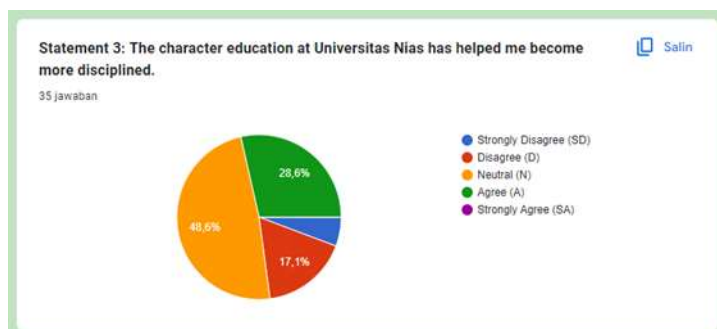


Figure 1.3 The character education at Universitas Nias has helped me become more disciplined.

The third statement shows strongly agree 5.7%, agree 28.6%, neutral/undecided 48.6% and disagree 17.1%. Somajority of respondents are neutral or undecided about whether the character education at Universitas Nias has helped them become more disciplined. Specifically, no students strongly agree, 10 students agree, 17 students are neutral or undecided, 6 students disagree, and 2 students strongly disagree.

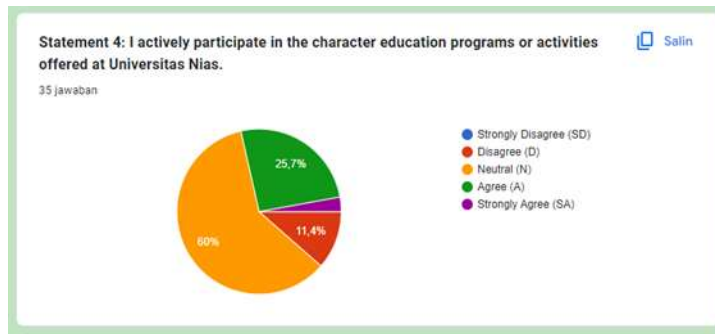


Figure 1.4 Students actively participate in the character education programs or activities offered at Universitas Nias.

The fourth statement shows strongly agree 2.9%, agree 25.7%, neutral/undecided 60%, and disagree 11.4%. So significant majority of students are neutral or undecided about whether students actively participate in the character education programs or activities offered at Universitas Nias. Specifically, 1 student strongly agrees, 9 students agree, 21 students are neutral or undecided, 4 students disagree, and no students strongly disagree.

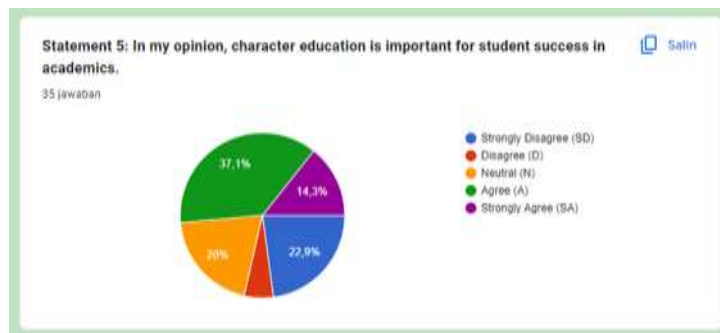


Figure 1.5 In students opinion, character education is important for student success in academics

The fifth statement shows strongly agree 14.3%, agree 37.1%, neutral/undecided 20%, disagree 5.7%, and strongly disagree 22.9%. So majority of students most believe that character education is important for student success in academics. Specifically, 5 students strongly agree, 13 students agree, 7 students are neutral or undecided, 2 students disagree, and 8 students strongly disagree.

Table 1.2 The Character Education statements

NO	The Statement	Answers from students					Total
		Strongly agree (SS)	Agree (S)	Neutral/ undecided (N)	Disagree (TS)	Strongly disagree (STS)	
1	Universitas Nias provides programs or activities that help me develop good character.	0	8	17	7	3	35
2	I feel that the character education provided at Universitas Nias is relevant to student life.	0	13	18	4	0	35
3	The character education at Universitas Nias has helped me become more disciplined.	0	10	17	6	2	35
4	I actively participate in the character education programs or activities offered at Universitas Nias.	1	9	21	4	0	35
5	In my opinion, character education is important for student success in academics.	5	13	7	2	8	35
Total		6	53	80	23	13	175
Mean		1.2	10.6	16	4.6	2.6	-
Median		0	10	17	4	2	-
Sample Variance		4.7	5.3	28	3.8	10.8	-
Sample Standard Deviation		2.17	2.30	5.29	1.95	3.29	-

Based on the data above, Table 1.1 shows the number of student answers to the 5 statements submitted by the researcher in the questionnaire. Most students chose to answer neutral, followed by the answers agree, disagree, strongly disagree and strongly agree with the least answer.

B. The result of data student disciplinary attitudes question

Below are the categories of answers from 35 University of Nias class A students in the English Education Study Program to the 5 question asked by the researchers through the questionnaire.

Table 2.1 The Students Dispciplinary Attitudes Statements

NO	The Statement	Answers from students					Total
		Strongly agree (SS)	Agree (S)	Neutral/undecided (N)	Disagree (TS)	Strongly disagree (STS)	
1	I always arrive on time to my classes.	4	10	14	5	2	35
2	I find it easy to follow school rules and regulations.	2	9	19	3	2	35
3	My behavior in school is consistently predictable.	0	10	18	4	3	35
4	I always take responsibility for my mistakes.	5	11	10	4	5	35
5	I always speak politely to my classmates.	2	6	22	3	2	35
Total		13	46	83	19	14	175
Mean		2.6	9.2	16.6	3.8	2.8	-
Median		2	10	18	4	2	-
Sample Variance		3.8	3.7	21.8	0.7	1.7	-
Sample Standard Deviation		1.95	1.92	4.67	0.84	1.30	-

Based on the data above, Table 1.2 Shows the number of student answers to the 5 statements submitted by the researcher in the questionnaire. Most students chose to answer neutral, followed by the answers agree, disagree, strongly disagree and strongly agree with the least answer.

Students Categories 1-5

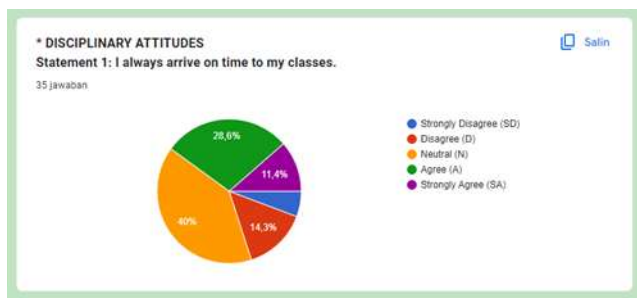


Figure 2.1 Students always arrive on time to my classes

The first statement shows strongly agree 11.4%, agree 28.6%, neutral/undecided 40%, disagree 14.3% and strongly disagree 5.7%. So majority of students are neutral or undecided about whether students always arrive on time to classes. Specifically, 4 students strongly agree, 10 students agree, 14 students are neutral or undecided, 5 students disagree, and 2 students strongly disagree.

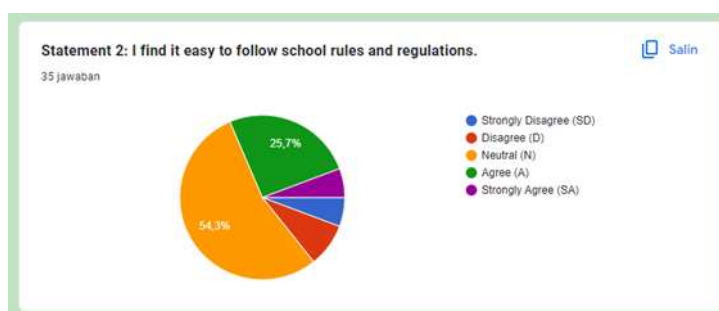


Figure 2.2 Students find it easy to follow school rules and regulations

The second statement shows that strongly agree 2.7%, agree 25.7% neutral/undecided 54.3% disagree 8.6% and strongly disagree 5.7%. So significant majority of students are neutral or undecided about whether students find it easy to follow school rules and regulations. Specifically, 2 students strongly agree, 9 students agree, 19 students are neutral or undecided, 3 students disagree, and 2 students strongly disagree.

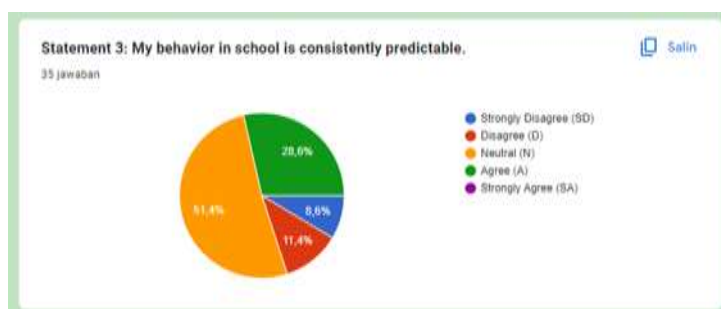


Figure 2.3 Students behavior in school is consistently predictable.

The third statement shows agree 28.6%, neutral/undecided 51.4% disagree 11.4% and strongly disagree 8.6%. So majority of students are neutral or undecided about whether students' behavior in school is consistently predictable. Specifically, no students strongly agree, 10 students agree, 18 students are neutral or undecided, 4 students disagree, and 3 students strongly disagree.

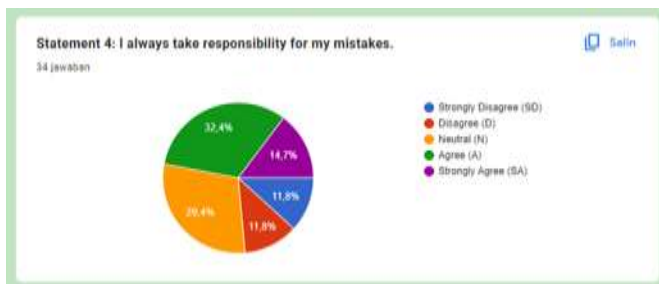


Figure 2.4 Students always take responsibility for my mistakes

The fourth statement shows strongly agree 14.7%, agree 32.4%, neutral/undecided 29.4%, disagree 11.8%, and strongly disagree 14.7%. So more students always take responsibility for their mistakes. Specifically, 5 students strongly agree, 11 students agree, 10 students are neutral or undecided, 4 students disagree, and 5 students strongly disagree.

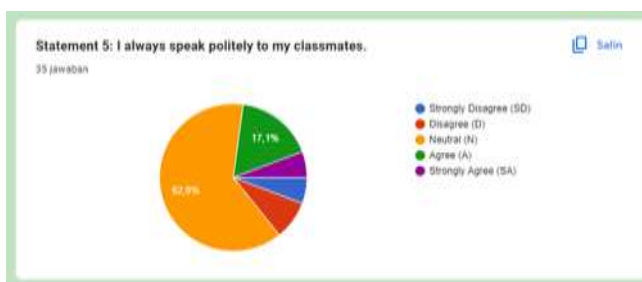


Figure 2.5 Students always speak politely to my classmates

The fifth statement shows strongly agree 5.7%, agree 17.1%, neutral/undecided 62.9%, disagree 8.6%, and strongly disagree 5.7%. So significant majority of students are neutral or undecided about whether students always speak politely to their classmates. Specifically, 2 students strongly agree, 6 students agree, 22 students are neutral or undecided, 3 students disagree, and 2 students strongly disagree.

C. The correlation between character education and students disciplinary attitudes

Table 3.1 X and Y Variable Data

No.	Scale	Character Education (X)	Students Disciplinary Attitudes (Y)
1	Strongly agree	6	13
2	Agree	53	46
3	Neutral	80	83
4	Disagree	23	19
5	Strongly Disagree	13	14

To find the correlation of these variables, researchers carried out a data normality test using Shapiro-Wilk. Below is the table result of test of normality.

Table 3.2 Test of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Character Education	.907	5	.448
Students Disciplinary Attitudes	.816	5	.109

Based on the data above, the significance of the character education data is $0.448 > 0.05$ and the students disciplinary attitudes data is $0.109 > 0.05$. Two variables are greater than 0.05, it is concluded that the data is significant. Therefore, to find correlations between variables in this research, researchers used parametric tests.

Table 3.3 The Correlations Between Character Education (X) and Students Disciplinary Attitudes (Y)

		Character Education (X)	Students Disciplinary Attitudes (Y)
Character Education (X)	Pearson Correlation	1	.996**
	Sig. (2-tailed)		.000
	N	5	5
Students Disciplinary Attitudes (Y)	Pearson Correlation	.996**	1
	Sig. (2-tailed)	.000	
	N	5	5

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis

- H_0 = There is no correlation between variables X and Y

➤ H_1 = There is a correlation between variables X and Y

Based on the results above, it is known that sig. (2-tailed) value is 0.000. Because the sig. (2-tailed) < 0.05, meaning there is a significant relationship between character education and students disciplinary attitudes. From the SPSS output, a correlation coefficient figure of 0.996**, meaning that the level of correlation between these variables is strong. The correlation coefficient number above is positive, namely 0.996** then the direction of the variable relationship is positive. The results of this research show that the higher of character education, the higher students disciplinary attitudes. It means, H_1 is accepted, there is a correlation between variables X and Y.

Discussion

Character education has an important role in shaping students' disciplinary behavior. Through character education, it is expected that students can develop better attitudes towards discipline, which will have a positive impact on their learning environment. This study was conducted to understand the extent to which character education affects students' disciplinary attitudes at University of Nias, especially in sixth semester students of the English Education Study Program.

The purpose of this study is to evaluate the effect of character education on students' disciplinary attitudes. Specifically, this study aims to identify the extent to which the character education program implemented at Nias University is able to improve students' disciplinary attitudes, such as punctuality, adherence to rules, consistency in behavior, responsibility for actions, and politeness in interacting with others. In addition, this study also wanted to uncover students' views on the relevance of character education in their lives.

The results of this study indicate a significant and positive correlation between character education and students' disciplinary attitudes at Nias University. First, a Shapiro-Wilk normality test was conducted to ensure the data met the requirements for parametric analysis, with a significance value for character education of 0.448 and disciplinary attitude of 0.109, both of which were greater than 0.05. Furthermore, Pearson correlation analysis showed a correlation coefficient of 0.996, which means there is a very strong relationship between character education and disciplinary attitude. The significance value (2-tailed) of 0.000 supports the existence of a significant relationship between these two variables. Thus, the null hypothesis (H_0) stating that there is no correlation between character education and disciplinary attitude is rejected, and the alternative hypothesis (H_1) stating that there is a significant correlation is accepted. This finding confirms that the higher the level of character education students receive, the higher the disciplinary attitude they exhibit, making it

important for University of Nias to implement an effective character education program.

The implication of the results of this study is the need for evaluation and improvement of character education programs at University of Nias. The university needs to ensure that these programs are not only relevant but also effective in improving students' disciplinary attitudes. In addition, it is important to involve students in the process of developing character education programs so that they feel more involved and motivated to actively participate. This can also create a more conducive learning environment for all students.

This study has several limitations that need to be considered. Firstly, the research sample only consisted of sixth semester students in one study program, so the results may be generalizable to the entire student population at Nias University. Secondly, the research method used was a questionnaire, which may not fully describe the complexity of students' attitudes and behaviors. Further research with more diverse methods and a wider sample is needed to gain a deeper understanding.

The results of this study are consistent with previous research showing that character education has the potential to improve students' disciplinary attitudes, but its effectiveness is often affected by how the program is implemented and received by students. For example, Sharma (2019) emphasises the importance of integrating character values with modern educational psychology theories to achieve better results. This research also supports Miller's (2020) findings that point to the need for more comprehensive theories and models in character education, especially in the context of digital and online learning.

CONCLUSION

Based on the research results, it can be concluded that character education at the University of Nias has a positive influence on student disciplinary attitudes. Students who are actively involved in character education programs show higher levels of discipline. Most samples think that character education helps them to be more responsible, punctual, and polite in daily interactions. Furthermore, character education is also considered important for students' academic success. Therefore, it is important for the university to continue to develop and implement effective character education programs to improve discipline and overall student quality.

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