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The Influence of Character Education on Student's Self-Concept

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Abstract

This study aims to analyze whether there is an influence of character education on students' self-concept at SMA Negeri 1 Kota Serang. The method used is a correlational survey with a simple random sampling technique. The research sample involved 100 students from SMA Negeri 1 Kota Serang. Hypothesis testing was carried out using linear regression analysis, and the results showed that character education has an effect on the formation of students' self-concept. Based on these findings, it is recommended that teachers increasingly integrate character education values into the classroom learning process to help students build a positive self-concept.

Keywords: *Character Education, Self Concept, Students*

Abstrak

Penelitian ini bertujuan untuk menganalisis apakah terdapat pengaruh pendidikan karakter terhadap konsep diri siswa di SMA Negeri 1 Kota Serang. Metode yang digunakan adalah survei korelasional dengan teknik pengambilan sampel secara simple random sampling. Sampel penelitian melibatkan 100 siswa dari SMA Negeri 1 Kota Serang. Pengujian hipotesis dilakukan menggunakan analisis regresi linier, dan hasilnya menunjukkan bahwa pendidikan karakter berpengaruh terhadap pembentukan konsep diri siswa. Berdasarkan temuan ini, disarankan agar guru semakin mengintegrasikan nilai-nilai pendidikan karakter dalam proses pembelajaran di kelas guna membantu siswa membangun konsep diri yang positif.

Kata Kunci: *Pendidikan Karakter, Konsep Diri, Peserta Didik*

INTRODUCTION

The current education system in Indonesia is still at a low level, as reflected in the results of the Political and Economic Risk Consultancy (PERC) survey which placed Indonesia in the lowest position out of 12 countries in Asia. This finding highlights many factors that contribute to the nation's declining potential, one of which is the education sector. This deterioration in the education system requires revitalization efforts through character education, which can restore the image of Indonesia, especially through its young generation. Therefore, schools have an important role in overcoming various problems that occur in today's young generation through strengthening character education.

Improving the quality of education can be done by developing the character of students through educational institutions that play an important role in shaping their personality. As stated by Bambang Indriyanto, Secretary of the Director General of Primary and Secondary Education Management, schools have a big responsibility in building student character.

Character education is a continuous process and aims to improve quality continuously. In order to equip students with strong character values, schools play a major role in shaping students who are able to internalize and apply these character values, in accordance with the noble principles of the Indonesian nation. This process involves various factors that influence the extent to which students' understanding of character education can be accepted and internalized. Schools are required to provide effective methods for students to understand and apply character education in their lives. Teachers who are role models, as well as learning materials that insert character values, will be more easily absorbed by students.

Papalia, as cited by Pratiwi Wahyu, revealed that one of the problems often experienced by adolescents is a lack of understanding of themselves, or self-concept, in facing various challenges. Self-concept is a person's perception of their abilities and understanding of themselves. A low self-concept can lead to various behavioral problems, such as lack of motivation to learn, lack of initiative, and low social responsibility. In addition, a low self-concept also impacts the quality of an individual's functioning in society. Therefore, adolescents need a strong self-concept to improve their personal quality and face various challenges better. One way to form a positive self-concept is through understanding and internalizing character values.

Based on this, it can be concluded that character education is very important to equip students with fundamental values that can shape their self-concept. By understanding and

implementing character education, students are expected to have a positive self-concept, which will encourage positive behavior and keep them away from various forms of juvenile delinquency that are increasingly prevalent.

SMA Segeri 1 Kota Serang, a senior high school in Kota Serang, has unique characteristics compared to other schools. Students in this school are required not only to excel in theory but also to be able to apply practices directly and interact with the surrounding community. In the learning process, character education and a good self-concept are needed, in addition to technical skills. This is the reason why research on the influence of character education on students' self-concept at SMA Negeri 1 Kota Serang is important to do.

A person's self-concept can be influenced by physical appearance and individual skills, as these factors affect a person's response to challenges faced. Building physical self-confidence is essential to creating a positive self-concept. In addition, the environment also has a big role in shaping a person's ego, which can regulate the positive responses reflected in their behavior. According to Hurlock, self-concept consists of three components: physical, psychological, and attitudinal. These three components are interrelated and have an influence on each other.

Physically, individuals who feel confident with their appearance or feel proud of their gender tend to have a positive self-concept. Psychologically, individuals who are independent, free from anxiety, and not dependent on others will have a mature self-concept. Meanwhile, attitudes, which are reflected in commitment, participation, and adherence to societal norms, also show a form of self-concept. Therefore, the physical, psychological and attitudinal components are important aspects that can describe a person's self-concept.

Self-concept is also formed through social interaction and communication with the surrounding environment. It includes ideas, perceptions, notions and awareness about oneself, including personal characteristics, experiences and social status. Self-concept affects an individual's perception of the environment and their behavior. Students with a positive self-concept tend to be more confident in facing new situations, able to get along with peers, more cooperative, and comply with applicable norms.

Character education in Indonesia is based on nine core values, including love of God, responsibility, honesty, respect, compassion, creativity, justice, leadership, humility, and tolerance. According to Jacinta Rini, a positive self-concept reflects a person's views and beliefs, despite facing failure, remaining optimistic and thinking positively. In contrast, a

negative self-concept is a view that is full of distrust of oneself, which causes a negative perception of the failures experienced.

Presidential Regulation No. 87/2017 on Strengthening Character Education includes religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, communicative, peace-loving, fond of reading, environmental care, social care, and responsibility. Based on this understanding, it can be assumed that character education includes all efforts made by teachers to influence the character of students, with the aim of producing superior generations in the future.

Arief Rahman stated that there are 21 character values that affect a person's self-concept. Mubarak's research on the role of self-concept in shaping the fighting power character of pesantren students showed a significant relationship between self-concept, social skills, and fighting power of students. Another study by Abbir Tannir and Anies on the effect of character education on students' self-esteem concluded that character education increases self-confidence. This is supported by Cindy Patella's dissertation, which states that character education helps improve self-confidence and skills. By internalizing character values, students can develop their potential optimally, produce positive behavior, and form a quality person.

METHODS

This study combines qualitative and quantitative approaches to examine the impact of social change due to the development of digital technology on the lives of mothers and adolescents. The qualitative approach was used to deeply understand the attitudes, perceptions and subjective experiences of the respondents. Meanwhile, the quantitative approach was used to statistically measure the influence of digitalization on various aspects of life, such as education, work, and social interaction.

The data collection methods used included in-depth interviews, focus group discussions, direct observation, and questionnaires. Interviews and FGDs were conducted to explore the experiences and views of mothers and adolescents regarding the impact of digital technology in their lives. Meanwhile, observations were made to directly observe their interaction patterns in the digital context, such as the use of social media and communication applications.

For the quantitative approach, a questionnaire was developed using a Likert scale to measure the level of use of digital technology as well as perceptions of perceived social

change. The survey included indicators of digital device usage, frequency of internet access, as well as its influence on daily activities.

The subjects in this study consisted of two main groups, namely mothers (both housewives and working mothers) and teenagers (male and female) who are active in the use of digital technology. The selection of respondents considered the diversity of backgrounds to get a representative picture. With this method, it is hoped that the research can fully and objectively describe how digitalization shapes their social lives.

RESULTS AND DISCUSSION

Table 1. Description of Data for Each Variable

		Character Education	Self-Concept
N	Valid	100	100
Missing	0		
Mean	Std statistik	84.89	
	Std Error	1.0472	
Variance	Statistik	109.654	
	Std. Deviation	10.472	
	Range	54	
	Minimum	62	
	Maximum	116	

Based on Table 1, the interpretation of the descriptive analysis results shows that the value of respondents' responses to character education ranges between 62 as the lowest value and 116 as the highest value, with an average of 84.89 and a standard deviation of 10.47. The amount of standard deviation deviation from the mean value is relatively small, amounting to 1.23%, which indicates that the difference between the minimum and maximum values on the character education variable is relatively small. Thus, respondents' responses show low variation.

Table 2. Normality Test Results

Unstandardized Residual	
N	100
Mean	0
Normal Parameters ^{a,b}	
Most Extreme Differences	
Std. Deviation	7.2709793
Absolute	0.074
Positive	0.074
Negative	-0.069
Kolmogorov-Smirnov Z	0.74
Asymp. Sig. (2-tailed)	0.645

Based on Table 2, the results of the analysis using SPSS show that the overall significance value is > 0.05 , which indicates that the data is normally distributed.

Table 3. Correlation Test Result

	Character Education	Self Concept
Pearson Correlation	1	.766**
Pendidikankarakter Sig. (2-tailed)		0
N	100	100
Pearson Correlation	.766**	1
Konsepdiri Sig. (2-tailed)	0	
N	100	100

In table 3 of the correlation test results, the value of 0.766 illustrates the Product Moment Correlation Coefficient, marked with two stars (**), which indicates a significant correlation at the 0.01 significance level. The significance value of 0.000 indicates the significance level of the onesided test, which is below 0.05 and is positive. Thus, there is a significant positive correlation between character education variables and self-concept. The correlation coefficient value of 0.766 or 76.6% indicates the level of strength of the close relationship between the two variables. This correlation is positive, so the relationship between character education and self-concept is unidirectional and strong.

Table 4. Regression Analysis Results

Coefficients				
Unstandardized		Standardized		
Model	Coefficients	Coefficients	T	Sig
B	Std.Error	B		
1 (Constant)	17.034 5.862		2.906	0.005
Pend.karakter	0.819 0.069	0.766	11.79	0

a. Dependent Variable : Konsep diri

Based on Table 4, the Unstandardized Coefficient column is used to create a regression equation. With a constant of 17.034 and a character education variable coefficient (X) of 0.819, the resulting regression equation is: $Y = 17.034 + 0.819X + e$. The results of linear regression analysis show a positive relationship between character education and student self-concept. This supports Arif Rachman's research [12], which asserts that character education must begin with belief in God Almighty. Character education in schools plays an important role in shaping students' good selfconcept.

The role of teachers and principals is crucial in the implementation of character education, so that students not only understand in theory but are also able to apply it in everyday life, which will ultimately affect the formation of self-concept.

Research by Mubarak [11] on the Role of Self-Concept in Shaping the Fighting Power Character of Banjarmasin Pesantren Students supports these findings, stating that a negative self-concept can be influenced by a sense of not being liked by others and pessimism [13]. Therefore, it is important for students to develop character education values in order to form a positive self-concept. Research by Abbir Tannir and Anies in Effects of Character Education on the Self-Esteem of Intellectually Able [14] states that character education can increase self-confidence. This is also reinforced by Cindy Patella's dissertation [15], which states that character education attempts to guide to make the right enhanced self-confidence and skills. This means that the application of character education integrated in the school curriculum can increase students' self-confidence and skills.

Through the application of character education, the quality of students can be improved by exploring their potential and abilities, so that positive behavior is formed. Understanding and applying character values will help students develop good behavior and strengthen their self-concept.

SIMPULAN

Based on the test results and previous discussion, it can be concluded that character education has a significant influence on the formation of students' self-concept. This is shown through the simple linear regression test results with a value of 0.819. In other words, the cultivation and understanding of values in character education directly influence positive behavior that has an impact on the formation of a good self-concept in students. As a recommendation, schools are advised to continue optimizing the implementation of character education, both through integration in the learning curriculum and through role models provided by teachers, so that students can easily imitate and apply these values. In addition, schools also need to continue to support positive activities as a tangible form of the implementation of character education, which can have a positive impact on the formation of students' self-concept.

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