



Received: 06-10-2022

Accepted: 16-11-2022

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

The Relationship Between Character-Based Education and Student Discipline

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Abstract

This study was conducted with a Correlations Study. The purpose of this study is to determine the relationship between character-based education and student discipline. This research data was obtained using a question instrument in the form of a five-scale questionnaire which was used to measure educational variables based on student character and discipline. Test the validity of the instrument using Pearson's Product Moment formula and reliability coefficient using Cronbach's Alpha formula. The study population was 200 students. A sample of 133 students was taken, obtained by the formula of Taro Yamane. The

prerequisite test for analysis in the form of the Liliefors normality test was then carried out homogeneity testing using the Fisher test to show the population was homogeneous. The simple regression and correlation analysis technique resulted in a model expressed in the form of a regression equation namely $\hat{Y} = 22.73 + 0.74X$, with a calculated F-price of 2485.93 greater than Ftabel with a real level of 0.05 of 3.91 and a contribution to this study of 94%. Based on the results of the research above, it can be concluded that there is a positive and significant relationship between character-based education and student discipline.

Keywords: Character-Based Education, Student Discipline

1. Introduction

Quality human resources are resources that show mastery of science, technology and high skills followed by good morals, ethics and self-character. Education is an important aspect for the development of human resources, with the existence of human education has the capacity to explore and expand knowledge and skills so as to create intelligent, creative and critical humans to color the world. Education is expected to develop the quality of the nation's young generation in various aspects, and can minimize and reduce the causes of various cultural problems and the nation's character. There are many factors that affect the quality of education in Indonesia, one of which is the low level of discipline. The progress of a nation is determined by the quality of human resources, education and character possessed. One of the must-have characters is discipline. With good discipline, a person will be able to distinguish the good and bad of the deeds he does and a good character will be formed. So, a person not only has good knowledge but also a good personality.

In Bogor City, precisely in South Bogor District, there are three elementary schools that have the same location characteristics, namely around the TNI-AD (Indonesian National Army Army) housing precisely in the PUSDIKZI complex (Zeni Education Center) including SDN Lawanggintung 1, SDN Lawanggintung 2 and SDN Lawanggintung 4. Thus, students often see firsthand the phenomenon of discipline applied to soldiers through the exercises carried out. In addition, based on the results of observations in schools, rules have been applied to form student discipline, including arriving before 07.00, marching before entering class, praying before carrying out learning, participating in flag ceremonies that are routinely held every Monday, using full attributes during ceremonies, using uniforms according to a set schedule, carrying out clean Fridays, not being allowed to use mobile phones during teaching and learning activities take place, and implement other rules that have been made and agreed upon. Discipline is very important to apply as early as possible, because the attitude of discipline is not an attitude that presents itself. Therefore, in order for a child to be disciplined, it is necessary to have direction and guidance from parties involved in the child's growth and development, one of which is school.

Based on direct observations in class V at SDN Lawanggintung 1, 2, and 4, which should already have high discipline in school, but in fact, there are still students who do not reflect a good disciplinary attitude, for example chatting during teaching and learning activities, noisy in class, not wearing complete school attributes, late enter school, refute the teacher's words and cheat on tests or see a friend's work. Likewise, the phenomenon that appears during the break, some students consciously throw garbage out of place. Not only students, sometimes teachers are still found who are late for class, this is a reflection that teachers have not fully implemented disciplinary behavior.

The method of implementing character-based education in schools which is a forum for implementing character-based education can be done by habituation. Activities and habits that are carried out regularly will give birth to values and norms that become a benchmark for whether or not the actions that have been taken by students in school. These values and norms are gathered into rules in the form of rules that must be obeyed to prevent them from violations that can cause unrest. Thus, students are required to comply with the provisions in a disciplined manner in accordance with the values in society and in accordance with the rules that have been made. This shows that one of the reasons for student discipline to be formed is the implementation of student character education in schools. Based on direct observations, the school has implemented character education by developing improvement programs through teaching and learning activities and from infrastructure in schools aimed at shaping the character of students reflecting human behavior related to God Almighty, oneself, fellow humans, the environment and nationality. These include: getting used to marching before entering the classroom, initiating religious activities, namely reading *asmaul husna* for Muslims every morning before teaching and learning activities are carried out, followed by reading short letters, implementing 15-minute reading activities by creating a reading garden in front of the class, making a handwashing place in the corner of the school so that students always get used to living clean and healthy, Increasing trash cans scattered in various corners of the school to prevent children from littering, pasting pictures of hero figures to foster children's love for the struggles of heroes, pasting *Asmaul Husna*, tightening discipline and many other ideas made in order to achieve the goal of character-based education. Based on the background above, researchers will look for a relationship between character-based education and the discipline of grade V students at SDN Lawanggintung 1, 2 and 4 Bogor City.

2. Theory review

2.1 Character Education

Character is a behavior that a person has, which in essence each individual has their own characteristics in acting and behaving, this is as stated by Suyanto in (Wibowo, 2012) ^[11] that character is a way of thinking and behaving that is a characteristic of each individual. While education itself is an effort to advance the growth of ethics (inner strength of character), mind (intellect) and body of children, this is the call of Ki Hajar Dewantara quoted (Education, 2010) ^[7]. After that, the term character education emerged, according to (Alwi, 2014) ^[1] character education can be interpreted as an education of values, ethics, morals and dispositions aimed at developing students' ability to give good-bad decisions, maintain good and realize that goodness in everyday life wholeheartedly. This is reinforced by the opinion (Syarbini, 2012) ^[9] that character education is a process of instilling values in students through various appropriate methods and strategies. The purpose of character education according to (Kesuma & dkk, 2011) ^[5] character education aims to develop the potential of students to become human beings who have faith and devotion to god almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

So, it can be said that character education means education that aims to help students experience, acquire and have the desired strong character. The teacher's expectation that ideally from the implementation of character education, students will be formed who have strong character and high discipline. Thus, the purpose of character education will be understood and felt the benefits by students.

2.2 Student Discipline

Discipline is something that can foster and make a person know the procedures in carrying out life, which in essence humans are interconnected social beings. (Zuriah, 2015) ^[13] suggests that a person is said to be disciplined when doing work in an orderly and orderly manner according to his time and place, and is done with full awareness, perseverance and without coercion from anyone or sincerity. Meanwhile, within the scope of the school, discipline according to (Imron, 2011) ^[4] is an orderly and orderly state that students have in the school, without any harmful violations either directly or indirectly against the students themselves and against the school as a whole.

Discipline in students is formed from the developmental environment, the development environment according to (Yusuf, 2015) is the whole phenomenon (event, situation, or condition) physical or social that affects or is influenced by student development, this includes the family environment, school, peer group, and society. The purpose of applying discipline to students according to (Anitah, 2008) ^[2] is to behave in accordance with the expectations of achieving regularity. Meanwhile, according to (Asmani, 2009) ^[3] The discipline carried out can be in the form of discipline in terms of time, enforcing rules, attitudes and worship. Discipline can be formed due to the presence of influences from the developmental environment of a person. Disipin According to (Unaradjan, 2018) ^[10] is an effort to prevent violations – violations of provisions that have been mutually agreed upon in carrying out activities so that punishment guidance on a person or group can be avoided.

Based on some of the definitions above, it can be synthesized that discipline is a person's behavior that indicates an attitude of order and obedience to the rules and according to its time and place which is carried out consciously and without coercion.

3. Research methodology

The research that is carried out must be based on an appropriate method and can be accounted for for its correctness. This study was carried out with a survey method through a correlational study approach, namely a study that studies two or more variables, namely knowing the extent to which variations in one variable are related to variations in other variables. (Maolani & Cahyana, 2015) ^[6] The survey method in this study was conducted to collect information data on the relationship between character-based education and student discipline in class V of Lawanggintung State Elementary School 1, 2, and 4, South Bogor District, Bogor City.

This research was conducted in class V of State Elementary Schools 1, 2, and 4, South Bogor District, Bogor City, with a population of 200 students from a total of 7 classes in all three elementary schools. The sample obtained is 133 from the Taro Yamane formula with a precision of 5%,

$$n = \frac{N}{1 + Nd^2} = \frac{200}{1 + 200(0.05)^2} = \frac{200}{1 + 0.5} = \frac{200}{1.5} = 133.33 = 133 \dots (1)$$

so that each class from the three elementary schools was taken by 19 students to be used as samples in the study.

Before the study was carried out, validity tests using *Product Moment Pearson* and reliability tests using *Alpha Cronbach* were carried out from the two variables tested and obtained from the total instruments in character-based education which amounted to 70 after being tested into 48 statements, and in the student discipline variables which total statements before being tested 60 to 40 statements.

In this study, data collection techniques in the form of questionnaires using a five-scale likert scale (always, often, sometimes, once and never) were used, in (Sugiyono, 2015) [8] the likert scale was used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena, the variables to be measured were described as variable indicators. Then, the indicator is used as a benchmark for compiling instrument items that can be in the form of statements or questions in the form of questionnaires or question instruments. Respondents were asked to choose one of several alternative answers provided with a checklist form.

In this study, there were two variables, namely the student discipline variable as a bound variable and the character-

based education variable as a free variable. After the data were collected, descriptive analysis and analysis prerequisite tests were carried out in the form of normality tests using the *Lilliefors* test, homogeneity tests using the *Fisher* test and research hypothesis tests with H_a , namely there was a relationship between character-based education and student discipline and H_0 , namely there was no relationship between character-based education and student discipline.

4. Research results

Based on the results of the study of the two variables studied, namely the Student Discipline variable (Y) and the Character-Based Education variable (X), based on the data from the research results of the two variables, a maximum score of 239 was obtained for character-based education, 194 for student discipline, a minimum score of 145 for character-based education, 118 for student discipline, a score range of 94 for character-based education, 76 for student discipline, mean 191.69 for character-based education, 164.58 for student discipline, median 182.84 for character-based education, 178.63 for student discipline, mode 186.5 for character-based education, 172.87 for student discipline, 515.84 variant for character-based education, 297.55 for student discipline and a total score of 25494 for character-based education, 21889 for student discipline. As for the distribution of the frequency of data from student discipline research (Y), thus statistical data can be presented in the following table :

Table 1: Frequency Distribution of Student Discipline Data (Y)

No	Class Intervals	Class Limits	Midpoint	absolute f	Relative F (%)
1.	118 – 127	117,5 – 127,5	122,5	6	4,51%
2.	128 – 137	127,5 – 137,5	132,5	5	3,76%
3.	138 – 147	137,5 – 147,5	142,5	10	7,52%
4.	148 – 157	147,5 – 157,5	152,5	20	15,04%
5.	158 – 167	157,5 – 167,5	162,5	29	21,8%
6.	168 – 177	167,5 – 177,5	172,5	31	23,31%
7.	178 – 187	177,5 – 187,5	182,5	25	18,79%
8.	188 – 197	187,5 – 197,5	192,5	7	5,26%
Sum				133	100%

Based on the distribution table of the frequency of discipline such students can be classified as follows:

Table 2: Classification of Student Discipline Frequencies

S. No	Class Intervals	Frequency	Percentage	Category
1.	$X < 147.33$	21	15,79%	Low
2.	$147.33 \leq X < 181.83$	90	67,67%	Keep
3.	$181.83 \leq X$	22	16,54%	Tall

This shows that the discipline of students at SDN Lawanggantung 1, 2, and 4 in class V is intended to be in the moderate category because the table shows the most number, namely 67.67% or 90 students whose discipline is in the moderate category.

While in Character Education can be made a table as follows:

Table 3: Frequency Distribution of Character-Based Education Data (X)

No	Class Intervals	Class Limits	Midpoint	absolute f	Relative F (%)
1.	145 - 156	114,5 - 156,5	150,5	6	4,51%
2.	157 - 168	156,5 - 168,5	162,5	20	15,04%
3.	169 - 180	168,5 - 180,5	174,5	18	13,53%
4.	181 - 192	180,5 - 192,5	186,5	28	21,05%
5.	193 - 204	192,5 - 204,5	198,5	18	13,53%
6.	205 - 216	204,5 - 216,5	210,5	22	16,54%
7.	217 - 228	216,5 - 228,5	222,5	14	10,53%
8.	229 - 240	228,5 - 240,5	234,5	7	5,26%
Sum				133	100%

Based on the distribution table of the frequency of Character Education can be classified as follows:

Table 4: Classification of Character-Based Education Frequencies

No	Class Intervals	Frequency	Percentage	Category
1.	$X < 168.98$	26	19,54%	Low
2.	$168.98 \leq X < 214.4$	81	60,9%	Keep
3.	$214.4 \leq X$	26	19,54%	Tall

This shows that character-based education at SDN Lawanggantung 1, 2, and 4 in class V is intended to be in the moderate category because the table shows the most number of 60.9% or 81 students whose character-based education is in the moderate category.

After that, the normality test and homogeneity test were carried out, in the normality test using the Liliefors test, the Lhitung variable X was 0.055 and Variable Y was 0.059 and both were smaller than the Ltable, which was 0.0768 so that it could be concluded that the X and Y data were normally distributed.

The homogeneity test used the Fisher test and obtained Fhitung which is 1.73 smaller than Ftable which is 3.91 which means that the scores on both variables come from homogeneous populations.

The results of a simple linear regression analysis calculation between character-based education and student discipline resulted in a coefficient of correlation of character-based educational variables (X) of 0.74, which means that if an increase of 1 character-based education unit, it will increase student discipline (Y) by 22.73 units. The relationship between character-based education and student discipline is presented in the regression equation $\hat{Y} = 22.73 + 0.74X$.

Test the hypothesis using Pearson's Product Moment formula in obtaining a calculated r of 0.97 which when consulted with the r interpretation table the degree of relationship is very strong the result of r count is greater than r table with a sample of 133 and at a significant level of 0.05 or 5 % obtained 0.17.

Meanwhile, based on calculations using the t test, $t_{count} = 45.65$ with $t_{table}(\alpha = 0.05) = 1.978$ and $t_{table}(\alpha = 0.01) = 2.613$. Thus, $t_{count} > t_{table}(\alpha = 0.05) > t_{table}(\alpha = 0.01) = 45.65 > 1.978 > 2.613$ which means that the correlation coefficient of character-based education with student discipline is stated to be significant, which means that there is a positive and significant relationship between character-based education and student discipline. Then, in the calculation of the Coefficient of Determination based on the calculation of the coefficient of determination of the value $r^2 = 0.94$ with a coefficient of determination of 94%, from the data it can be formulated that character-based education can play a role by contributing 94% to student discipline. While 6 % by other factors.

Based on the description above, that there is a relationship between character-based education and student discipline, so it can be proven that one of the efforts to improve student discipline is character education

5. Conclusions and suggestions

5.1 Conclusion

Based on the results of data analysis, hypothesis testing and discussion of research results, it can be concluded that there is a positive and significant relationship between character-based education and the discipline of class V students at Lawanggantung State Elementary School 1, 2, and 4 South

Bogor District, Bogor City, Even Semester of the 2016/2017 Academic Year.

The above conclusion corresponds to the result of a correlation coefficient of 0.97 which means that the relationship between character-based education is very strong. This is evidenced by the existence of a strong functional relationship between character-based education and student discipline through the regression equation $\hat{Y} = 22.73 + 0.74X$, with the result of a coefficient of determination $r^2 = 0.94$ which means that character-based education contributes 94% to student discipline.

5.2 Suggestion

Suggestions for further research can use other factors found in the school environment that are suspected to have a relationship, for example the relationship between the socioeconomic status of parents of students with different backgrounds (TNI and Non-TNI) with student discipline, the relationship between the socioeconomic status of parents and the completeness of learning facilities with student learning motivation, as well as the relationship between extracurricular scouts and student discipline and religious behavior.

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