

THE INFLUENCE OF CHARACTER EDUCATION ON THE LEARNING ACHIEVEMENT OF STUDENTS AT THE AL- AZHAR ASY-SYARIF BOARDING SCHOOL

Widya Masitah¹
Lodiana Ayu²
Khalid Wiwoko³

^{1, 2, 3}Universitas Muhammadiyah Sumatera Utara
(e-mail: widyamasitah@umsu.ac.id)

Abstract: *This study aims to see the effect of character education on student achievement in class IX at the Al-Azhar Asy-Syarif Islamic boarding school. The total population of class IX was 150 students and the sample in this study was taken 25% of the total population of 39 people. This research is a quantitative study using simple linear regression analysis techniques. The results obtained in this study are that there is an influence of character education on student achievement. This can be seen from the significance value of $0.002 < 0.05$ or it can also be proven by the t count value of $3.424 > t$ table 2.026 . The effect of character education on student achievement contributes 24.1%. This means that 75.9% of student achievement is influenced by other factors not examined in this study.*

Keywords: *Education, Character, Achievement, Learning*

Introduction

Current educational developments, in general, are technology-based, skill-oriented, value-oriented, activity-based collaboration and learning, and competency-based mastery. These terms may not be foreign to us. Technology is an important component of today's professional education. Technology provides access to information, enhances skills, provides innovative ways of thinking, and facilitates learning to share ideas and solutions. A skills orientation means that education emphasizes building technical skills, such as critical thinking skills, innovation, and effective learning strategies. This can be achieved through character-based education. Education is a form of embodiment of human culture dynamic and full of development. (Setiawan, Masitah, & Arbianto, 2019)

Character education is a solution for the Indonesian people in order to overcome the nation's moral decline, which is felt to be decreasing. (Sitepu, Sitepu, & Wicaksono, 2021). Character education is an effort to grow and build positive character in children. Character education focuses on teaching children the moral norms, values, and skills necessary to be responsible members of society. Some things that character education might encourage include: hard work, openness, freedom, integrity, honesty, tolerance, responsibility, and individuals who think critically. Character education teaches about life principles that are useful for children

when they grow and develop into members of society. Character education will also help nourish children's mentality

Mental health is a facility that enables individuals to regulate emotions, learn how to handle stress, relate to others, and make healthy decisions. This also includes preventing, identifying and treating mental health conditions, such as anxiety disorders and depression. Factors that have a significant influence on mental health include assumptions, laws, and norms, socio-economic disparities. With a mentally healthy condition, it will be easier for children to learn something so that it will support their academic achievement.

Mental health is a facility that enables individuals to regulate emotions, learn how to handle stress, relate to others, and make healthy decisions. This also includes preventing, identifying and treating mental health conditions, such as anxiety disorders and depression. Factors that have a significant influence on mental health include assumptions, laws, and norms, socio-economic disparities. With a mentally healthy condition, it will be easier for children to learn something so that it will support their academic achievement

The link between mental health and academic achievement is the process by which mental health has a positive or negative effect on a person's ability to succeed in an academic field. The contribution of mental health to certain achievements may vary between individuals. Good psychological health can help a person to enjoy the learning process and have the motivation to succeed in academics. Someone who has severe psychological disorders, such as depression, anxiety disorders, accountability disorders or other things, may find difficulties in the learning process because these disorders can hinder the learning process.

Islamic boarding school is a school that teaches Islam. Islamic boarding schools are usually founded by a cleric or a religious teacher who has the influence and ability to teach Islam to his students. Islamic boarding schools have existed in Indonesia for centuries, and have developed into a unique educational institution. Islamic boarding schools offer many opportunities for students to learn about religion, history, and the Arabic language. Islamic boarding schools also have special customs and traditions such as evening recitations, *tausiah*, and also morning recitations. Apart from that, the *pesantren* also provides many facilities such as libraries, sports fields, and lodging.

Children who live in Islamic boarding schools will separate from their families and gather with other students, the head teacher of the hostel and others. With changes in the pattern of life lived by children, it will allow children to experience psychological disorders. For this reason, it is necessary to provide character education in order to build children's mental health in an effort to maintain the stability of children's academic achievements

Al-Alzhar Asy-Syarif Islamic Boarding School is a boarding school that implements character education and has a mental report card in which it assesses discipline, responsibility, courtesy, self-confidence, tolerance, honesty, cooperation and leadership. This assessment is made in the form of values and entered into mental report cards as a result of character education. In addition, academic assessments are still being carried out and the assessments are also included in a report card like a report card in general

From the explanation above, the researcher is interested in conducting research on the effect of character education on the academic achievement of Al-Alzhar Asy-Sharif Islamic Boarding School students.

Literature Review

Learning Achievement

Learning achievement is a sentence consisting of two words, namely achievement and learning. that achievement is what has been created, results of work, results that are pleasing to the heart obtained by working tenacity. (Fihtriana, 2018) The term learning achievement in the Big Indonesian Dictionary is mastery or skills developed in the learning process, which is usually indicated by tests or grades given by the teacher. Achievements achieved by students vary, there are students who achieve high, moderate, and there are also low achievers. (Kunandar, 2014). This is of course influenced by various factors. These factors can come from within the student itself (internal factors) and there are also those that come from outside the student's self (external factors) that affect student achievement. (Tu'u, 2004). Furthermore (Suryabrata, 2012) argues about the factors that influence learning achievement, namely: internal factors seen from psychology such as intelligence, will, talent, interest, attitude and attention. Seen from external factors such as fatigue.

While external factors seen from the school environment include the interaction of teachers and students, how to present learning materials, curriculum, condition of the building, school time, implementation of discipline teaching methods and main tasks, seen from the family environment including, how to educate children, family atmosphere, family understanding, socioeconomic conditions and cultural background. Viewed from the community environment which includes, mass media, friends hanging out, ways in the environment and others. From the above understanding it can be concluded that achievement is the result of an activity of a person or group that has been done, created and is pleasing to the heart obtained by working. The learning achievements achieved by students in the learning process will be seen in the form of scores obtained through tests/exams related to the subject matter they have obtained or what they have learned.

Character Education

Character education is an attempt to instil positive value and attitude in teaching which need functional teaching pattern and being exemplary that are sinergized among parents, school and public. (Harfiani, 2017). Character education has become an important issue in the world of education lately, this is related with the phenomenon of moral decadence that occurs in the midst of society and in the environment growing and diverse government. (Ainirahma & Setiawan, 2022). The character building concept has long been created by Rasulullah through his hadith which very important to be improved and learned. (Harfiani, 2018)

Character education comes from two words, education and character, (Sudrajat, 2010) suggests that character education is a system of inculcating character values for school members which includes components of knowledge, awareness or will and action to implement these values, both towards God Almighty, oneself, others, and the environment (Salahuddin, 2013). The inculcation of character education values through habituation has had a good impact on students where students can slowly get used to having the desired attitude or character education values. (Schwartz, 2005) states that character education is often used to refer to how to be good,

that is, people show personal qualities that are in accordance with what society wants. Meanwhile, according to (Lickona, Schaps, & Lewis, 2003) defines character education as a genuine effort to help someone understand, care about and act on the basis of ethnic values. Character education is a student's initial effort to shape and create his personal character which is the basis for acting so that he becomes a person who is useful for himself and his surroundings. (Heriwan & Taufina, 2020).

Character education must also be built from an early age in order to perfect a more advanced future life and learn to get used to good behaviors. The purpose of character education itself is to form a nation where the people are very close-knit and have good morals. The importance of character education must be instilled from an early age so that it has character in children because if character education is lacking, deviant behavior will occur in society such as promiscuity, violence, crime, and behavior that harms others. (Kertajaya, 2010) argues that character is a characteristic possessed by an object or individual. Characteristics that are original and rooted in personality or individual objects, as well as the "engine" that drives how to act, behave, say, and respond to something. the inculcation of character education values through habituation has had a good impact on students where students can get used to slowly having the desired attitude or character education values (Riwanti & Hidayati, 2019). Based on the explanation above, it can be concluded that in realizing character education is being able to instill character values in students as the foundation for the formation of a syllabus for generation of organisms that are quality, sensitive, and care for one another. So that in the future they can become independent human beings who have the principle of truth that can be accounted for. The expected character is that the next generation of this nation will have life principles, have noble morals, be polite both in speech and in dress, be kind-hearted, gentle, and respect one another.

Method

Based on the variables studied, the problems formulated and the hypotheses proposed, this research uses the correlation study method. The method used is the ex post facto method. Ex post facto research is intended to test what has happened to the subject ex post facto, literally means after the fact because the cause or cause under investigation has affected other variables.

This research will be carried out at the Al-Azhar Asy-Syarif Islamic Boarding School in Medan. The population is the total number of units of analysis that will be investigated for characteristics or characteristics. The population in this study was 150 people and the sample taken was 25% of the total population of 39 people. The data collection technique uses the value of mental report cards which are the result of the application of character education and academic report cards to see student achievement. The results of this data collection (research) produce quantitative data to determine the effect of character education on student learning outcomes using simple linear regression and processed using the SPSS application version 25.0

Result and Discussion

The variables in this study were character education as the X variable and learning achievement as the Y variable. The method used in this study was the enter method using the SPSS version 25.0 application.

Description of the research sample can be seen in the table below:

Tabel 1. Frequency Table Jenis Kelamin

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Boy | 28 | 71.8 | 71.8 | 71.8 |
| | Girl | 11 | 28.2 | 28.2 | 100.0 |
| | Jumlah | 39 | 100.0 | 100.0 | |

From the table above it can be seen that the number of male students is 28 people or the equivalent of 71.8% and the number of female students is 11 people or the equivalent of 28.2%.

Tabel 2. Frequency Table Asal Sekolah

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------|-----------|---------|---------------|--------------------|
| Valid | MIS/SDIT | 23 | 59.0 | 59.0 | 59.0 |
| | Umum | 16 | 41.0 | 41.0 | 100.0 |
| | Jumlah | 39 | 100.0 | 100.0 | |

To see the origin of the student's school can be seen from the table above. The table illustrates that there are 23 students from Islamic-based elementary schools, equivalent to 59%, while students from general-based schools are 16 people, equivalent to 42%.

Tabel 3. Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of The Estimate |
|-------|------|----------|-------------------|----------------------------|
| 1 | .491 | .241 | .220 | 54.92122 |

From the table above it can be seen that the magnitude of the relationship between variable X and variable Y is 0.491. From the output also obtained a coefficient of determination (RSquare) of 0.241 which means that the influence of the independent variable on the dependent variable is 24.1% while 75.9% is influenced by other variables not examined in this study.

Table 4. Anova

| Model | Sum of square | df | Mean Square | F | Sig |
|-------|---------------|----|-------------|---|-----|
|-------|---------------|----|-------------|---|-----|

| | | | | | | |
|---|------------|------------|----|-----------|--------|------|
| 1 | Regression | 35368.363 | 1 | 35368.363 | 11.722 | .002 |
| | | 111604.611 | 37 | 3016.341 | | |
| | Residual | 146962.974 | 38 | | | |
| | Total | | | | | |

From the table above we can see that the calculated F value is 11,722 with a significance level of 0.002 <0.05. Then the regression model can be used to predict academic achievement variables or in other words there is an influence of variable X on variable Y.

Tabel 5. Coefficients

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig |
|-------|---------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | | | |
| 1 | Constan | 1842.277 | 93.789 | | 19.643 | .000 |
| | Pendidikan Karakter | 4.017 | 1.173 | .491 | 3.424 | .002 |

It is known that the value of the constant a is 1842,277, while the character education value (b/regression coefficient) is 4,017, so the regression equation becomes:

$$Y = a + bX$$

$$Y = 1842.277 + 4.017X$$

A constant of 1842.277 means that the consistent value of academic achievement is 1842.277. The regression coefficient X of 4,017 states that for every 1% addition in the value of character education, the participation value increases by 4,017. the regression coefficient is positive, so it can be said that the direction of the influence of variable X on Y is positive.

Based on the significance value of the coefficient table, a significance value of 0.002 <0.05 is obtained, so it can be concluded that character education variables affect academic achievement. Based on the calculated t value, it is obtained 3,424 > t table 2,026 so it can be concluded that variable X has an effect on variable Y.

Conclusion

Based on the results of the research and discussion previously described, it can be concluded that there is an influence of character education on student achievement at the Al-Azhar Asy-Syarif Islamic boarding school. For this reason, character education should still be carried out and even its implementation can be improved so that it is hoped that it can further improve student learning achievement in the future.

References

- Ainirahma, F., & Setiawan, H. R. (2022). Pembentukan Karakter Peserta Didik Melalui Pendidikan Agama Islam di SMK Dharma Utama Pegajahan. *Edumaniora : Jurnal Pendidikan dan Humaniora*, 288-291.
- Fihtriana, R. (2018). Hubungan Penghasilan Orang Tua dan Motivasi Belajar Terhadap Prestasi Belajar Siswa Sekolah Dasar 006 Langgini. *Jurnal Basicedu*, 2(1), 102-110.
- Harfiani, R. (2017). The Increase in Love-Peace Character Education Through Teaching Hadits Memorization in 5-6 Year-Old Children. *Bunga Rampai Usia Emas*, 41-49.
- Harfiani, R. (2018). Building Students' Characters by Habituation of Practicing Hadith Using Star Calender Medi. *International Conference on Community Development* (pp. 117-120). Atlantis Press.
- Heriwan, & Taufina. (2020). Integrasi Penguatan Pendidikan Karakter (PPK) Era 4.0 Pada Pembelajaran Berbasis Tematik Integratif di Sekolah dasar. *Jurnal Basicedu*, 524-532.
- Kertajaya, H. (2010). *Grow With Character. The Model Marketing*. Jakarta: Gramedia Pustaka Utama.
- Kunandar. (2014). *Penilaian Autentik (Penilaian hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013) Suatu Pendekatan Praktis Disertai Contoh*. Jakarta: Rajawali Press.
- Lickona, T., Schaps, E., & Lewis, C. (2003). *Eleven Principles of Effective Character Education*. Washington: Character Education Partnership.
- Riwanti, R., & Hidayati, A. (2019). Pengembangan Modul Pembelajaran Tematik Berbasis Pendidikan Karakter di Kelas V Sekolah dasar. *Jurnal Basicedu*, 524-532.
- Salahuddin, A. (2013). *Pendidikan Karakter Berbasis Agamadan Budaya Bangsa*. Bandung: Pustaka Setia.
- Schwartz, M. (2005). *Character Education*.
- Setiawan, H. R., Masitah, W., & Arbianto, D. (2019). Peningkatan Aktivitas dan Hasil Belajar Siswa Dengan Menggunakan Model Pembelajaran Team Assisted Individualization (TAI) Pada Mata Pelajaran Pendidikan Agama Islam di SMP Rahmat Islamiyah Medan. *Al-Hadi*, 942-955.
- Sitepu, M. S., Sitepu, J. M., & Wicaksono, S. (2021). Effect of Scouting Extracurricular Toward Character Values of Students at SDN Gedanganak 01 District East Ungaran, Semarang Regency. *Taduko Social Humaniora Journal*, 1-7.
- Sudrajat, A. (2010). Character Building For Vacation. *Pendidikan Karakter*. Yogyakarta: FT UNY.
- Suryabrata, S. (2012). *Psikologi Pendidikan*. Jakarta: Rineka Cipta.
- Tu'u, T. (2004). *Peran Disiplin Pada Perilaku dan Prestasi Siswa*. Jakarta: Gramedia Widiasarana.