Correlation between Implementation of Character Education Strengthening and Teacher's Teaching Behavior with Student's Character Formation

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Abstract: The purpose of this study was to find out: (1) implementation of character education strengthening in Public Elementary School Klojen District, (2) teacher teaching behavior in Public Elementary School Klojen District, (3) student character formation in Public Elementary School Klojen District, (4) correlation between implementation of character education strengthening and teacher teaching behavior with student character formation in Public Elementary School Klojen District. A quantitative approach was used in this study with multiple linear regression design. This study was conducted in Public Elementary School Klojen District. The research population was 187 teachers, where the sample was 127 teachers. Data collection was done through a questionnaire. Data analysis technique used descriptive techniques and multiple linear regression. Based on the results of the research, it was known: (1) implementation of character education strengthening in Public Elementary School Klojen District was in the high category; (2) teacher teaching behavior in Public Elementary School Klojen District was in the very high category; (3) student character formation in Public Elementary School Klojen District was in the high category; (4) there is a positive correlation simultaneously between implementation of character education strengthening and teacher teaching behavior with student character formation in Public Elementary School Klojen District.

Keywords: character education strengthening, teacher teaching behavior, student character formation

I. INTRODUCTION

Character is human behavior, behavior related to God, behavior related to fellow human beings, behavior related to oneself, behavior related to the environment, and behavior related to nationality and such behavior is reflected in thoughts, words, attitudes and actions (Gunawan, 2012). Student characters must be trained and directed to shape and realize ideal characters. The formation of these characters is an attempt to instill good knowledge in someone, then someone wants good things, and wants to do good things. The effort certainly requires a comprehensive effort by all parties: family, school, and community (Wening, 2012). Character building is influenced by two factors, namely internal factors and external factors. Internal factors of character formation are factors that originate from within a person, including instincts, habits, will, conscience and heredity. While the external factors of character formation include factors from outside oneself, including education and the environment. Lickona (2013) provides a way of thinking about the right character for value education. The character has three interrelated parts between moral knowledge, moral feelings, and moral behavior. Good character consists of knowing good things, wanting good things and doing good things, habits in the way of thinking, habits in the heart, and habits in action. If someone is able to control the interrelationships between these three things, good student character will be formed. Forming a future generation of character is an obligation that must be done and strengthened, especially in education (Juharyanto, 2014).

Education is the main medium to build intelligence and human personality better. Therefore, educational programs should be developed continuously to keep pace with the current development of information and communication technology. The government is currently trying to improve the quality of education in Indonesia. One effort to improve the quality of education is to strengthen character education in schools. School is a place where students can interact with teachers, peers, and the surrounding environment which is one of the factors in character formation. Schools are also not a place where every nation's problems can be resolved but schools can promise a lot of things about the improvement of a nation in the future through the learning process (Sobri, 2017). Strengthening of character to students is done through the inculcation of educational values to make a full adult human being (Juharyanto, 2016).

The Ministry of Education and Culture has implemented the Character Education Strengthening program as an effort to strengthen the character of the nation's children since 2016. According to the Ministry of Education and Culture, Strengthening Character Education is an educational program to strengthen the character of learners through ethical, aesthetic, literacy, and kinesthetic harmonization with support and cooperation between schools, families, and communities. Support and cooperation that is well established between the school, family and community will produce maximum success. There are five main characters in the formation of student character that comes from Pancasila, including religious, nationalism, integrity, independence, and mutual cooperation (Kemendikbud, 2017).

One important figure to achieve the success of the character education strengthening program is the teacher. According to Saragih (2008) teachers must have teaching

skills. Teaching skills include opening and closing the lesson, asking students, giving reinforcement about the material that has been taught, and giving variations of teaching so that students do not feel bored with learning. The teacher becomes a role model for students in the implementation of character education, especially in the learning process. Character education will be difficult to achieve if only taught through theory and knowledge without habituation through the behavior of a teacher.

There are several previous studies that are used as a reference in this study. Raharjo (2013) research uses simple regression analysis and multiple regression with quantitative approaches. The results of this study indicate that there is an influence of teacher exemplary on student character. This research was conducted at the level of junior high school. Then Sunusi (2016) research used descriptive statistical analysis and inferential statistical analysis with a quantitative approach. The results of this study indicate that there is correlation between character education and student character. This research was conducted at the Vocational High School level. This research was conducted at the elementary school level. Researchers chose elementary school because of character education that must be instilled since early childhood. This was done as stated by President Joko Widodo, that 70% of learning in primary schools is related to character education.

This study aims to reveal the relationship between implementation of character education strengthening and teaching behavior of teachers with student character formation in Public Elementary School Klojen District. This research was conducted at ten public elementary schools in Klojen District, Malang City.

II. METHOD

This study uses a quantitative approach, because researchers want to obtain broad information from the study population. According to Sugiyono (2013) quantitative research can be interpreted as a research method based on the philosophy of positivism, used to examine specific populations or samples, data collection using research instruments, data analysis used is statistics, and the aim is to test the hypotheses that have been set.

The sample of the study was 127 teachers from a population of 187 teachers with research locations in Public Elementary School Klojen District. The sampling technique used is the proportional random sampling area technique, which is a combination of area sampling technique, proportional sampling technique, and random sampling technique. The instrument used in data collection in the form of a questionnaire. The form of the questionnaire used was a closed questionnaire.

Researcher conducted an instrument trial on a research questionnaire. The trial of the instrument aims to obtain valid research data. Furthermore, the researchers conducted a study by distributing questionnaires to teachers in Public Elementary School Klojen District and processing the data obtained. The process of data analysis is done by grouping data based on variables and types of respondents, tabulating data, presenting data for each variable, answering problem formulations and testing hypotheses. Data analysis techniques used include

descriptive techniques, and multiple linear regression. Descriptive statistical analysis techniques are used to describe the implementation of strengthening the character education and teaching behavior of teachers by forming the character of students in Public Elementary School Klojen District. This study uses multiple linear regression analysis because the variables in this study are more than two variables

III. RESULT

A. Implementation of Character Education Strengthening in Forming Student Character

Based on Table 1 is known that at intervals of 84,78 - 92,03 there were 33 respondents (25,95%) who stated that the implementation of character education strengthening in student character formation in Public Elementary School Klojen District was included in the very high category. At intervals of 77,52 - 84,77 there were 53 respondents (41,73%) who stated that the implementation of character education strengthening in student character formation in Public Elementary School Klojen District was included in the high category. At intervals of 70,26 - 77,51 there were 22 respondents (17,32%) who stated that the implementation of character education strengthening in student character formation in Public Elementary School Klojen District was included in the in the low category. At intervals of 63,00 - 70,25 there were 19 respondents (14,96%) who stated that the implementation of character education strengthening in student character formation in Public Elementary School Klojen District was included in the very low category. Based on this, variable of the implementation of character education strengthening in student character formation is in the high category.

Table 1
Implementation of Character Education Strengthening in Forming Student Character

No	Interval	Category	Frequency	Percentage
1	84,78 – 92,03	Very high	33	25,95
2	77,52 – 84,77	High	53	41,73
3	70,26 – 77,51	Low	22	17,32
4	63,00 – 70,25	Very low	19	14,96
	Total		127	100

B. Teacher Teaching Behavior in Forming Student Character

Based on Table 2 is known that at intervals of 41,28 - 44,03 there were 42 respondents (33,07%) who stated that the teacher teaching behavior in student character formation in Public Elementary School Klojen District was included in the very high category. At intervals of 38,52 - 41,27 there were 39 respondents (30,71%) who stated that the teacher teaching behavior in student character formation in Public Elementary School Klojen District was included in the high category. At intervals of 35,76 - 38,51 there were 28 respondents (22,05%) who stated that the teacher teaching behavior in student character formation in Public Elementary School Klojen District was included in the low category. At intervals of 33,00 - 35,75 there were 18 respondents (14,17%) who stated that the teacher teaching behavior in student character formation in Public Elementary School Klojen District was included in the very low category.

Based on this, variable of the teacher teaching behavior in student character formation is in the very high category.

Table 2
Teacher Teaching Behavior in Forming Student Character

No	Interval	Category	Frequency	Percentage
1	41,28 - 44,03	Very high	42	33,07
2	38,52 – 41,27	High	39	30,71
3	35,76 - 38,51	Low	28	22,05
4	33,00 - 35,75	Very low	18	14,17
	Total		**127**	**100**

C. Formation of Student Character

Based on Table 3 is known that at intervals of 70,00 - 76,03 there were 27 respondents (21,26%) who stated that the formation of student character in Public Elementary School Klojen District was included in the very high category. At intervals of 64,52 - 70,27 there were 55 respondents (43,31%) who stated that the formation of student character in Public Elementary School Klojen District was included in the high category. At intervals of 58,76 - 64,51 there were 32 respondents (25,19%) who stated that the formation of student character in Public Elementary School Klojen District was included in the low category. At intervals of 53,00 - 58,75 there were 13 respondents (10,24%) who stated that the formation of student character in Public Elementary School Klojen District was included in the very low category. Based on this, variable of the formation of student character is in the high category.

Table3
Formation of Student Character

No	Interval	Category	Frequency	Percentage
1	70,28 - 76,03	Very high	27	21,26
2	64,52 - 70,27	High	55	43,31
3	58,76 - 64,51	Low	32	25,19
4	53,00 - 58,75	Very low	13	10,24
	Total		**127**	**100**

D. Correlation Between Implementation of Character Education Strengthening and Teacher Teaching Behavior with Student Character Formation in Public Elementary School Klojen District

Simultaneous hypothesis testing is used to determine whether there is a correlation between implementation of character education strengthening and teacher teaching behavior with student character formation in Public Elementary School Klojen District. The testing criteria state that there is a correlation if the value of $F_{count} \geq F_{table}$ or simultaneously the implementation of character education strengthening and teacher teaching behavior with student character formation in Public Elementary School Klojen District.

Based on the analysis results of hypothesis testing simultaneously produces F_{value} of 27,344 with a probability of 0.000. The test results show the probability < level of significance ($\alpha = 0,05$). This shows that there is a positive relationship between implementation of character education strengthening and teacher teaching behavior with student character formation in Public Elementary School Klojen District (Table 4).

Table 4
Simultaneous Hypothesis Test

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	997.672	2	498.836	27.344	.000[a]
	Residual	2.262.091	124	18.243		
	Total	3.259.764	126			

E. Effective Contribution dan Relative Contribution

Beta coefficient values obtained from the Standardized Coefficient X1 of 0.239 and X2 of 0.409. Correlation values obtained from Pearson Correlation X1 of 0.409 and X2 of 0.509, and R Square of 0.306. The beta coefficient value multiplied by the correlation value multiplied by 100 results is the value of the effective contribution. The result of the value of effective contributions divided by the value of R Square the result is the value of effective contribution.

Table 5
Beta Coefficient Value, Correlation Value and R Square

Variable	Beta Coefficient Value	Correlation Value	R Square
X_1	0,239	0,409	0,3
X_2	0,409	0,509	06

It is known that the effective contribution of the X_1 variable to the Y variable is 9.8% and the effective contribution of the X_2 variable to the Y variable is 20.8%. So the contribution of variables X_1 and X_2 to the Y variable is 30.6% and the rest is 69.4% from other variables that affect the Y variable. Another variable is a variable outside the study, namely the internal factors of students' character formation. These internal factors include: instinct, customs or habits, will, inner voice, and heredity. It is known that the relative contribution of the X_1 variable to the Y variable is 32% and the relative contribution of the X_2 variable to the Y variable is 68% (Figure 1; Figure 2).
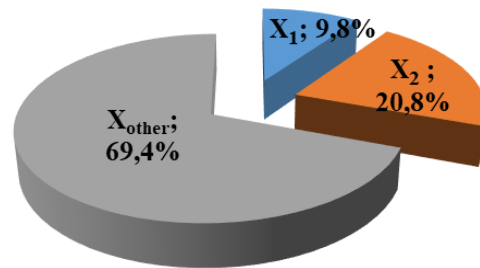

Figure 1
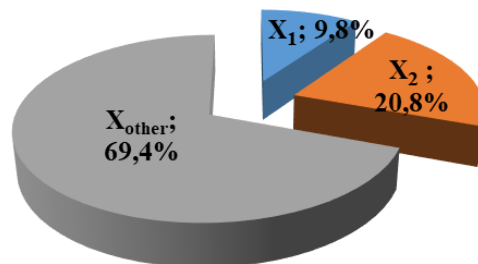**Pie Diagram of the Effective Contribution of Predictor Variables (X) to Criterium (Y)**

Figure 2
Pie Diagram of Relative Contribution of Predictor Variables (X) to Criterium (Y)

IV. DISCUSSION

A. Implementation of Character Education Strengthening in Public Elementary School Klojen District

The results showed that the implementation of character education strengthening in the Public Elementary School Klojen District was in the high category. The results of this study differ from the results of research conducted by Sunusi (2016). Sunusi's research is correlation between character education and students' character in Public Junior High School 2 Galesong, Takalar Regency, where the character education variable is included in the quite good category.

There are two groups that influence the character of humans, namely internal and external factors (Gunawan, 2012). One of the external factors that influences character building is education. The implementation of strengthening character education is one of the government's efforts to improve the quality of education in Indonesia. The success of strengthening character education refers to the overall criteria for developing character education based on the development process from the planning stage to the evaluation stage. Before the planning stage, schools should make a preliminary assessment to determine various programs that will be made in order to strengthen student character education.

The success of character education strengthening programs is determined by several things, especially in the process of character education management. According to the Ministry of Education and Culture (2017) there are ten character education management processes, including: (1) initial assessment of student character education, (2) socialization of character education strengthening programs to stakeholders, (3) determination of vision, mission and formulation of character education strengthening programs, (4) design of policy for strengthening student character education, (5) design of the student character education strengthening program, (6) the classroom-based student character strengthening program, (7) development of school culture to support student character education strengthening programs, (8) community participation to strengthen student character education, (9) implementation of the main values of character education strengthening programs, and (10) evaluation of student character education strengthening programs.

B. Teacher Teaching Behavior in Public Elementary School Klojen District

The results of this study indicate that the teaching behavior of teachers in Public Elementary School Klojen District is in the very high category. The results of this study have differences in the level of categories with the results of research conducted by Raharjo (2013). Research conducted by Raharjo, titled the influence of teacher exemplary and peer interaction on the character of students in Public Vocational School 2 Pengasih Yogyakarta, where the teacher exemplary variable is in the good category.

External factors that influence the formation of human character besides education are the environment (Gunawan, 2012). The environment is something that surrounds a living body, such as plants, air, soil conditions, and the association of humans with other humans. Therefore, the environment can influence human behavior. The main thing in the learning process is how the teacher is able to create interactions with students, interactions between students, and student interactions with various learning resources available.

The teacher's personality has a direct influence on the lives and study habits of students. The teacher's personality, including knowledge, skills, ideas, attitudes, and perceptions of others. According to Greer (2002), there are five characteristics of teacher teaching behavior, including: communication with others, measuring student responses, use of teaching strategies, positive learning environments, and monitoring student progress.

C. Students Character Formation in Public Elementary School Klojen District

The results of this study indicate that the formation of student characters in the Public Elementary School Klojen District is in the high category. The results of this study are the same as those of Sunusi (2016) and Raharjo (2013). Sunusi's study, entitled the relationship between character education and student character in Public Junior High School 2 Galesong, Takalar Regency, where the student character variable is in the good category. While Raharjo's research, entitled the influence of teacher exemplary and peer interaction on student character in Public Vocational School 2 Pengasih Yogyakarta, where the student character variable is in the good category.

Character is a person's nature in responding to situations morally manifested in concrete actions through good behavior, honest, responsible, and respectful of others. Character building is an attempt to instill knowledge about everything that is good to someone, then that person wants good things and wants to do it. The character education strengthening program for students is based on Pancasila values. There are five main character values derived from Pancasila, which are the priority in the development of students' character education strengthening programs. According to the Ministry of Education and Culture (2017) the five main character values are interrelated with one another, interact with each other, develop dynamically and form a complete personality. The five characters include: religious, nationalism, integrity, independent; and mutual cooperation.

D. Correlation between Implementation of Character Education Strengthening and Teacher Teaching Behavior with Students Character Formation in Public Elementary School Klojen District

Based on the research results it is known that simultaneously the implementation of strengthening student character education and teaching behavior of teachers there is a positive correlation with the character building of students in Public Elementary Schools Klojen District. The results of this study are the same as those of Sunusi (2016). Sunusi (2016) research shows that simultaneous character education has a positive correlation with student character in Public Junior High

School 2 Galesong Takalar. This research is also in accordance with Raharjo (2013) research. Raharjo research concluded that there was a positive and significant influence on teacher role models and peer interaction together with the student character of Public Vocational School 2 Pengasih Yogyakarta.

Implementation of the strengthening of character education and teacher teaching behavior is an external factor that influences the formation of student character. The formation of students' character needs to start early through habituation. If the character of students has been well familiarized early on, and when growing up it will not be easily affected by a bad environment. The program of strengthening character education will be difficult to achieve success if only delivered with theory and knowledge alone without the habituation through the behavior of a teacher who is an example for students. Students can be built awareness through advice. However, if they do not find an example in the person of a teacher, it will be difficult for students to apply these good characters.

Based on the results of the study, the effective contribution of the implementation variable strengthening student character education (X1) to the Y variable is smaller than the variable of teacher teaching behavior (X2). Of the total percentage of 100% the variable X1 accounts for 9.8%, while X2 accounts for 20.8%. So, the magnitude of the contribution of the two variables X1 and X2 to the Y variable was 30.6% and the remaining 69.4% came from variables outside the study. From the calculation of effective contribution, 69.4% is influenced by internal factors including instincts, customs or habits, will, inner voice or conscience and heredity. Similarly, according to Gunawan (2012) that character formation is influenced by two factors, namely internal factors and external factors. In this study the variables used are external factors, namely education and environment.

V. CONCLUSION

Results of the study showed that: (1) the implementation of student character education strengthening in the formation of student characters in Public Elementary Schools Klojen District included in the high category, (2) teaching behavior of teachers in forming student character in Public Elementary Schools Klojen District included in the very high category, (3) the formation of student character in Public Elementary Schools Klojen District is included in the high category, and (4) simultaneously there is a positive correlation between implementation of student character education strengthening and teacher teaching behavior with formation of student character in Public Elementary Schools Klojen District.

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