

The Internalization of Character Values to Students: A Descriptive Study

Sultoni

Department of Educational Administration
State University of Malang, Indonesia
sultoni.fip@um.ac.id

Imam Gunawan

Department of Educational Administration
State University of Malang, Indonesia
imam.gunawan.fip@um.ac.id

Dika Novita Sari

Department of Educational Administration
State University of Malang, Indonesia
dikanovita11@gmail.com

Abstract: The purpose of this research is to describe the internalization index of student character values. The research method used in this research is quantitative method. The sample of this research is 70 students participated Leadership Training and Introduction of New Student Program, Department of Educational Social Science Faculty of Social Sciences State University of Malang Year 2017. The sampling technique in this research is total sampling. The research instrument used is a closed questionnaire. Research data were analyzed by using descriptive statistic. The result of calculation of data obtained mean 61.21 and standard deviation 5.84. The result of data analysis concluded that the internalization index of student character values with the average of 61.21 included in the category is medium.

Keywords: internalization, character values, students

I. INTRODUCTION

The development of the nation's character is a process and series of change efforts made consciously in order to realize the civilization of the nation. One of the functions of educational institutions is the social function. Educational institutions in carrying out social functions should be able to socialize learners, so that they can later change themselves and their community to a better life. All of these things require strong character support in students. Characterized students will be able to interact with a community full of diversity.

Character as the individual determinant factor to behave and behave and attach to every human being, with influenced by situation and condition as well as perceived in individual heart (Gunawan, 2012; Hartini, et al., 2012). The need for character education is clear and crucial when considering the statistics of school violence, the absence of learners, drop-out rates, and achievement of learners (Was, et al., 2006). Characters in addition to the elements inherent in each individual also influenced the environment.

Current environmental issues are often the topic and content of interest when discussing character education (Feszterova and Jomova, 2015). Therefore, educators need to integrate and innovate learning in improving the character education of learners. Students as future leaders are very important to have strong character and good, especially in the present era where with the sophistication of information technology so intense that it can affect the character of students.

Character that should be avoided by students in the era of information technology is a fast-paced and instant culture. Good character is the foundation needed to create a great leader (Seijts and Gandz, 2018; Gunawan, 2014; Sudharta, et al., 2017; Gunawan and Benty, 2007; Gunawan, 2007). Good student planting should be done systematically, holistically and comprehensively by universities as an institution that

has the task of studying, preserving, and developing the nation's civilization.

II. METHODS

This research was conducted with quantitative approach. The sample of this research is 70 students participated Leadership Training and Introduction of New Student Program, Department of Educational Social Science Faculty of Social Sciences State University of Malang Year 2017. The sampling technique in this research is total sampling. The research instrument used is a closed questionnaire.

Indicators measured from the internalization variable of student character values are: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, love of the country, appreciate achievement, friendly / communicative, love peace, reading, environmental care, social care, and responsibility (Kemendiknas, 2010; Kusumaningrum, et al., 2017; Gunawan, 2017).

Research data is analyzed by using descriptive statistic that calculates the mean and standard deviation (Gunawan, 2013; Gunawan, 2016). Furthermore, to determine the level of internalization of student character values using a stanfive formula that matches the average with the score interval in the range of categories, namely: very good, good, quite good, less good, or not good.

III. RESULTS

The score data of the internalization variable of student character values is shown in Table 1. Based on Table 1, it is known that: a minimum score of 45; maximum score of 72; the mean of 61.21; and a standard deviation of 5.84. Based on the data in Table 1, then the variable data internalization of student character values is described with the formula stanfive.

Description of the frequency of the internalization variable of student character values as

shown in Table 2. Based on Table 2 it is known that from 70 respondents who are in the interval score: > 69.98 as many as 4 people (5.71%) with great category; 64.13 – 69.98 as many as 23 people (32.86%) with good category; 58.29 – 64.13 as many as 25 people (35.71%) with medium category; 52.45 – 58.29

as many as 13 people (18.57%) in bad category; and < 52.45 as many as 5 people (7.14%) with worse category. Based on Table 2 it can be concluded that the index of internalization of student character values with the average of 61.21 included in the category is medium.

Table 1
Score Data Variable Internalization Values Student Character

No	Score	No	Score	No	Score	No	Score	No	Score	No	Score	No	Score
1	45	11	71	21	65	31	69	41	63	51	57	61	58
2	62	12	63	22	64	32	53	42	60	52	57	62	68
3	65	13	66	23	50	33	54	43	65	53	64	63	59
4	60	14	60	24	62	34	58	44	54	54	64	64	61
5	62	15	59	25	54	35	54	45	60	55	59	65	61
6	68	16	66	26	66	36	70	46	62	56	69	66	63
7	56	17	57	27	58	37	52	47	64	57	65	67	63
8	46	18	57	28	56	38	69	48	72	58	66	68	62
9	64	19	67	29	64	39	55	49	70	59	69	69	62
10	61	20	58	30	69	40	52	50	59	60	66	70	56

Table 2
Description of Variable Frequency of Internalization of Student Character Values

No	Formula	Interval	F	%	Category
1	$(\bar{X} + 1.5 \text{ SD}) < X$	> 69,98	4	5.71	Great
2	$(\bar{X} + 0.5 \text{ SD}) < X < (\bar{X} + 1.5 \text{ SD})$	64.13 – 69.98	23	32.86	Good
3	$(\bar{X} - 0.5 \text{ SD}) < X < (\bar{X} + 0.5 \text{ SD})$	58.29 – 64.13	25	35.71	Medium
4	$(\bar{X} - 1.5 \text{ SD}) < X < (\bar{X} - 0.5 \text{ SD})$	52.45 – 58.29	13	18.57	Bad
5	$X < (\bar{X} - 1.5 \text{ SD})$	< 52.45	5	7.14	Worse
Total			70	100	

IV. DISCUSSION

Character education can never be optimal when it is limited to the understanding of character marks accompanied by real programs and actions. Character education should be understood as a process, not just a mere final result. Because character education as a process, then the implementation of character education should be done continuously.

Character education is not only limited to the theory given by educational institutions, but applied in everyday life, so it becomes a habit. It needs awareness that character education is not only the affairs of educational institutions, schools, and government, but the affairs of all elements of society, nation and state. Character education is the foundation in building the civilization of the nation.

How important character education is, Graham has asserted that: when we lose our wealth we do not lose anything; when we lose health, we lose something; when we lose character, we lose everything (Gunawan, 2015; Gunawan and Benty, 2017; Kusumaningrum, et al., 2018). Therefore, community involvement is required by developing collaboration between educational institutions and government to implement character education (Huber and Mafi, 2013; Barry, et al., 2013; Sultoni, et al., 2018).

The integration of all elements in supporting character education will increase the attainment of character education goals. Character that must be strengthened in student is: attitude of trust; discipline and responsibility; caring for others, forgiving, and helping those in need; and democracy, to build community, cooperate, and obey the law (Gunawan, 2012; Kusumaningrum, et al., 2017).

Boe, et al., (2015) asserts that the character that must be developed within a person is: leadership, integrity, perseverance, courage, citizenship, open-mindedness, social intelligence, self-regulation, and creativity. Based on the results of his research, Browne, et al. (2018) concluded that there are three important characters that must be implanted in the students, namely: humanity, justice, and transcendence (transcendence, religious). These three characters are the basis for the development of other characters.

The purpose of character education are: (1) to strengthen the leadership spirit of learners; (2) to strengthen the sense of awareness of the responsibilities and rights of learners; (3) forming creative, independent, and innovative students based on a strong nationalist insight; and (4) creating schools as a comfortable, safe, and friendly learning environment for learners with a strong sense of nationalism (Gunawan, 2015; Kumintardjo and Gunawan, 2017). Character values with such are a process that must be run continuously and there is no culmination point to stop. This is in line with the opinion of Lickona (1992) which states that the stage of character education is continuous ranging from moral knowing, moral feeling, and moral action.

V. CONCLUSION

This study concluded the index of internalization of student character values with the average of 61.21 included in the category is medium. There needs to be a massive and comprehensive effort to improve and strengthen the character of the students. Given the future students are prospective leaders of the nation. Universities need to pass innovative learning

with a life-based approach in order to strengthen the character and capability of the students.

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