

The Effect of Character Values Integration in Teaching Learning Process on Student Behavior in Social Studies Class

Arita Marini¹, Otib Satibi², Ajat Sudrajat³, Desy Safitri⁴, Maratun Nafiah⁵, Rosinar⁶, Siti Rohmi Yuliati⁷, Apri Wahyudi⁸

¹Universitas Negeri Jakarta, Indonesia. Email: aritamardini@unj.ac.id

²Universitas Negeri Jakarta, Indonesia. Email: otibsatibi@unj.ac.id

³Universitas Terbuka, Indonesia. Email: ajats@ecampus.ut.ac.id

⁴Universitas Negeri Jakarta, Indonesia. Email: desysafitri@unj.ac.id

⁵Universitas Negeri Jakarta, Indonesia. Email: mnafiah@unj.ac.id

⁶Universitas Negeri Jakarta, Indonesia. Email: rosinar@unj.ac.id

⁷Universitas Negeri Jakarta, Indonesia. Email: sitirohmiyuliati@gmail.com

⁸Universitas Negeri Jakarta, Indonesia. Email: apriwahyudistitpringsewu@gmail.com

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Abstract

The purpose of this research is to find out the effect of character values integration in teaching learning process on student behavior in social studies class.

The sample group involved 396 students of grade 4 to 6 at elementary schools in the province of Jakarta. The data collected with the questionnaires were analysed with the structural equation model (SEM). The results found that character values integration in teaching learning process through integrating character values in the beginning, core, and closing of learning activities in social studies class had predictive effects on student behavior described by student achievement, motivational, and social-emotional behavior in social studies class.. This research contributes practically by presenting that elementary schools can improve integration of character values in the context of teaching learning process to enhance the level of student behavior by providing a model for student behavior in social studies class.

Keywords: Character values, teaching learning process, student behavior

Introduction

Characteristics of curriculum 2013 for elementary schools in Indonesia based on Ministry of Education and Culture No. 57 in 2014 is related to the developmental equity of spiritual, social, affective, cognitive, and psychomotor aspects of education. However, most elementary schools in Indonesia still focus on the cognitive aspect of education. Jakarta as the capital city of Indonesia is very critical specifically for diminishing student moral quality due to the globalization era. Primary school age is a critical age to form personal character.

Character values can be integrated into courses involving Classroom Discipline (Marini, Maksum, Satibi, Edwita, Yarmi, and Muda, 2019). Student behavior can be developed through the educational process as a part of learning evaluation by doing observation. Character education is positively associated with student character (Izfanna and Hisyam, 2012), and character education could be prioritized in teacher preparation (Jones, Ryan, & Bohlin, 2012). However, most studies only pay attention to the general aspects of character-building programs.

Evaluation of student character has applied graduate competency and evaluation standards related to moral evaluations as a part of the final score. However, evaluation to determine school quality resulting the accreditation level is not optimal because visitations to elementary schools are only two days. Therefore, elementary school evaluation is mostly on the basis of reported documents. Based on this fact, this research aims to find out impact of character values integration in teaching learning process activities on student behavior in social studies class. This study was conducted at 5 different elementary schools in the north, south, central, west, and east Jakarta regions.

Literature review

A thematic approach was applied for character values integration at schools through storytelling, discussion, group work, and other aspects of class activities (Revell, 2002). Character values from storytelling were discussed in class. Another study done by Izfanna & Hisyam (2012) found that the

method to implement character education was relied on knowledge, conditional methods, and Ibadah practices or Islam practical duties. According to the study conducted by Jones, Ryan, and Bohlin (2012), it is found that character education is not prioritized in teacher education curriculum in public institutions. However, Meidl & Meidl (2013) stated that character values integration was involved in the curricula and proved in school culture. Cubukcu (2012) established that hidden curricula in social and cultural activities enhanced character values integration including respect, equality, helpfulness, trust, and honesty.

Oktarina, Widiyanto, and Soekardi (2015) noted that character building can be conducted in the classroom as part of the lessons including the character values integration of mutual cooperation, mutual respect, discipline, helpfulness, honesty, responsibility, confidence, tolerance, perseverance, peacefulness, unity, and religiousness. Marini, Maksum, Edwita, Satibi, and Kaban (2019); Rihatno, Safitri, Nuraini, Marini, Putra, Wahyudi (2020) stated that character values can be instilled in learning activities conducted in class starting from the beginning to closing learning activities in class. Marini, Safitri, Nuraini, Rihatno, Satibi, Wahyudi (2020); Ibrahim, Safitri, Umasih, Marini, Wahyudi (2020); Edwita, Safitri, Nuraini, Rihatno, Sudrajat, Marini, Wahyudi (2020); Marini, Maksum, Satibi, Edwita, Yarmi, and Muda (2019); Umasih, Safitri, Nuraini, Rihatno, Maksum, Marini, Wahyudi (2020) presented that student character development in learning can enhance the positive behavior of students.

Theoretical framework

This research hypothesizes that character integration in teaching learning process is the predictive variable for student behavior in social studies class. Integration of character values in the beginning, core, and closing step of teaching learning process activities will predict the effectiveness of character values instilled in learning activities in class (Marini, Maksum, Edwita, Satibi, and Kaban, 2019). The quality of student behavior will be promoted by student achievement behavior, student motivational behavior, and student social-emotional behavior (Umasih, Safitri, Nuraini, Rihatno, Maksum, Marini, Wahyudi, 2020). Figure 1 shows the theoretical framework of this study.

Research design

Data collection used questionnaire survey related to character integration in teaching learning process as the exogenous variable and student behavior as the endogenous variable in this research. There were 396 students distributed at 5 different elementary schools in north, south, central, west, and east Jakarta in the Province of Jakarta responded to the survey.

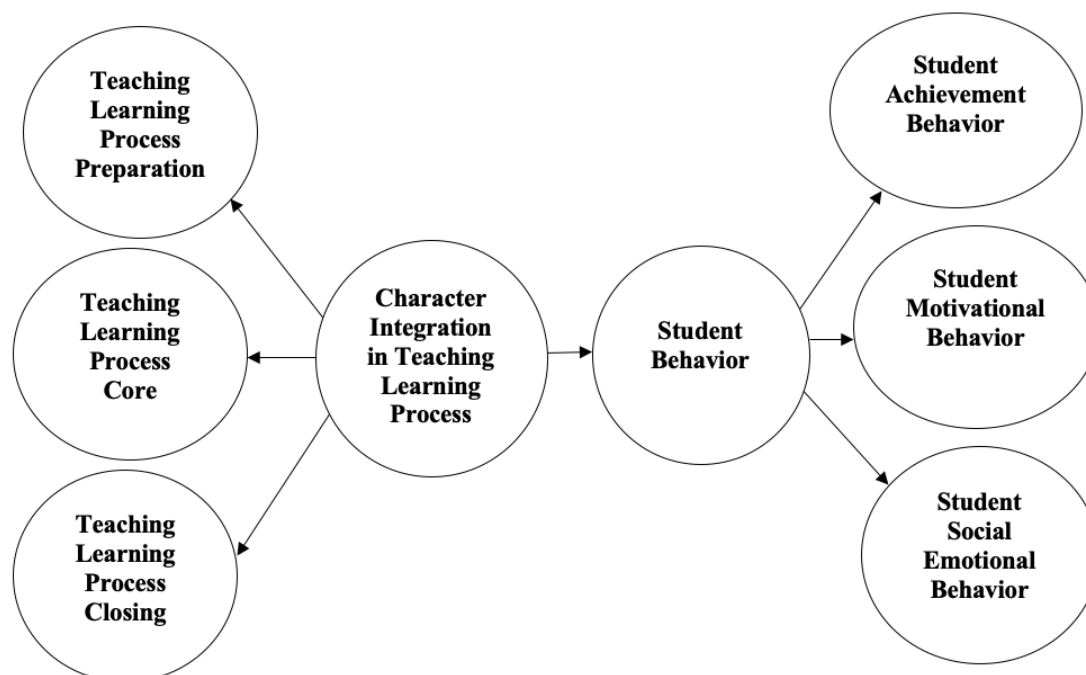
To prove the validity of items for each variable in this research, the literature content analysis of character integration in teaching learning process based on Marini, Maksum, Edwita, Satibi, and Kaban (2019); Rihatno, Safitri, Nuraini, Marini, Putra, Wahyudi (2020) consisting of character values integration in the beginning, core, and closing step of teaching learning process, and student behavior on the basis of Umasih, Safitri, Nuraini, Rihatno, Maksum, Marini, Wahyudi (2020) having three dimensions involving student achievement behavior, student motivational behavior, and student social-emotional behavior. These ideals were changed into statements in the questionnaire distributed to 396 students in the Province of Jakarta.

The questions concerning character integration in teaching learning process are composed of three dimensions including integration of character values in the beginning, core, and closing step of teaching learning process. Character values integration in the opening activities in classroom consists of three indicators involving teacher asking students to pray before starting activities in class, teacher connecting teaching material with developing positive attitude, and teacher inspecting the neatness of student uniform. Character values integration in the core of teaching learning process is composed of three indicators including teacher using the cooperative learning method in group assignments, teacher encouraging the students to ask bravely, and teacher paying attention to student attitude in class. Character values integration at the end of teaching learning process consists of three indicators involving teacher asking the students to pray at the end of the class, teacher asking the students to greet the teacher at the end of the class, and teacher asking the students to do reflection.

The questions concerning student behavior are composed of student achievement behavior, student motivational behavior, and student social-emotional behavior. Student achievement behavior consists of three indicators involving students working meticulously, students creating something beautiful, and students finishing the task completely. Student motivational behavior includes of three indicators including students interested in paying attention to the teacher, students actively taking part in group discussion, and students showing good work ethic. Student social-emotional behavior involves three indicators comprising students obeying class rules, students cooperating well in group assignment, and students listening to other opinions in group discussion.

Analysis of the structural equation model (SEM) using IBM SPSS Statistics 24 and SPSS AMOS 24 with 2017 Edition was used to examine the set of relationships between character integration in teaching learning process as the exogenous variable and student character as the endogenous variable (Safitri, Umasih, Ibrahim, Sujarwo, Marini, and Wahyudi, 2019; Wibowo, Marini, Safitri, Utami, and Wahyudi, 2019; Fahrurrozi, Safitri, Marini, Wahyudi, 2019; Maksum, Safitri, Ibrahim, Marini, and Wahyudi, 2019; Marini, Safitri, & Muda, 2018; Marini, Zulela, Maksum, Satibi, Yarmi, and Wahyudi, 2019; Kaban, Sakmal, Auliaty, Marini, and Wahyudi, 2019; Safitri, Umasih, Yunaz, Marini, and Wahyudi, 2019; Edwita, Safitri, Maksum, Yunaz, Marini, and Muda, 2019; Maksum, Safitri, Ibrahim, Marini, and Wahyudi, 2020). The entry of data input used excel with item scores on the basis 396 participant responses applying “strongly agree”, “agree”, “neutral”, “disagree”, and “strongly disagree” (scored 5, 4, 3, 2, and 1, respectively, for positive questions and 1, 2, 3, 4, and 5, respectively, for negative questions).

Figure 1. Theoretical framework of the study



Results and Discussions

The result of goodness-of-fit statistical analysis can be seen in Table 1. Table 1 shows that the Root Mean Square Error of Approximation (RMSEA) as indicator of the informative fit of the model is 0.060 less than 0.08 presenting that the hypothesized model was a good fit for the data.

Table 1. Model Fit Summary

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	0.077	0.069	0.085	0.000
Independence model	0.160	0.153	0.166	0.000

Table 2 presents measurement model test of the observed variables. In Table 2, it can be seen that associations between character values integration in teaching learning process preparation, in teaching learning process core, in teaching learning process closing and character integration in teaching learning process were 0.951, 1.028, and 0.834, respectively, being significant at the 0.05 level according to the *t* statistics. In line with the study of Marini, Maksum, Edwita, Satibi, and Kaban, (2019); Rihatno, Safitri, Nuraini, Marini, Putra, Wahyudi (2020) character values being instilled in the beginning of classroom activities, in the core of learning activities in the classroom, and in the closing of learning activities in the classroom can predict character building in learning activities carried out in class.

The observed variables as follows: teacher asking students to pray before starting activities in class, teacher connecting teaching material with developing positive attitude, and teacher inspecting the neatness of student uniform are significantly related to character integration in teaching learning process preparation of 0.302, 0.673, and 0.801, respectively. Teacher using the cooperative learning method in group assignments, teacher encouraging the students to ask bravely, and teacher paying attention to student attitude in class have significant association with character integration in teaching learning process core reaching 0.753, 0.523, and 0.595, respectively. Teacher asking the students to pray at the end of the class, teacher asking the students to greet the teacher at the end of the class, and teacher asking the students to do reflection have significant relationship with character integration in the closing of teaching learning process achieving 0.303, 0.461, and 0.509, respectively

Table 2 shows that student achievement behavior, student motivational behavior, and student social-emotional behavior are positively correlated with student behavior reaching 1.013, 0.613, and 0.607, respectively. Students working meticulously, students creating something beautiful, and students finishing the task completely have significant associations with student achievement behavior arriving at 0.709, 0.715, and 0.478, respectively. Students interested in paying attention to the teacher, students actively taking part in group discussion, and students showing good work ethic have significant correlation with student motivational behavior attaining 0.574, 0.426, and 0.366, respectively. Students obeying class rules, students cooperating well in group assignment, and students listening to other opinions in group discussion are positively associated with student social-emotional behavior attaining 0.345, 0.680, and 0.767.

In Table 2, it can be seen that the structural model test showing a direct effect of character integration in teaching learning process on student character with a significant coefficient of 0.802 at the 0.05 levels. This is similar to the study conducted by Marini, Safitri, Nuraini, Rihatno, Satibi, Wahyudi (2020); Ibrahim, Safitri, Umasih, Marini, Wahyudi (2020); Umasih, Safitri, Nuraini, Rihatno, Maksum, Marini, Wahyudi (2020); Edwita, Safitri, Nuraini, Rihatno, Sudrajat, Marini, Wahyudi (2020) suggesting that good values instilled by the teacher to students in classroom learning can influence the formation of positive behavior in students. The structural model can be seen in Figure 2.

Table 2. Measurement model test
Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
STB	<---	TLP	0.455	0.104	4.373	***	
BT	<---	TLP	1.932	0.245	7.901	***	
IT	<---	TLP	1.478	0.206	7.192	***	
ET	<---	TLP	1.000				
SAB	<---	STB	3.149	0.636	4.953	***	
SMB	<---	STB	1.489	0.352	4.228	***	

			Estimate	S.E.	C.R.	P	Label
SSEB	<---	STB	1.000				
TL3	<---	BT	1.000				
TL2	<---	BT	0.905	0.071	12.830	***	
TL1	<---	BT	0.378	0.068	5.571	***	
TL6	<---	IT	1.000				
TL5	<---	IT	0.967	0.112	8.660	***	
TL4	<---	IT	1.303	0.116	11.247	***	
TL9	<---	ET	1.000				
TL8	<---	ET	1.074	0.178	6.040	***	
TL7	<---	ET	0.607	0.136	4.461	***	
SB1	<---	SAB	1.000				
SB2	<---	SAB	1.057	0.090	11.773	***	
SB3	<---	SAB	0.665	0.080	8.284	***	
SB4	<---	SMB	1.000				
SB5	<---	SMB	0.871	0.182	4.793	***	
SB6	<---	SMB	0.711	0.161	4.416	***	
SB7	<---	SSEB	1.000				
SB8	<---	SSEB	1.916	0.341	5.624	***	
SB9	<---	SSEB	2.193	0.391	5.607	***	

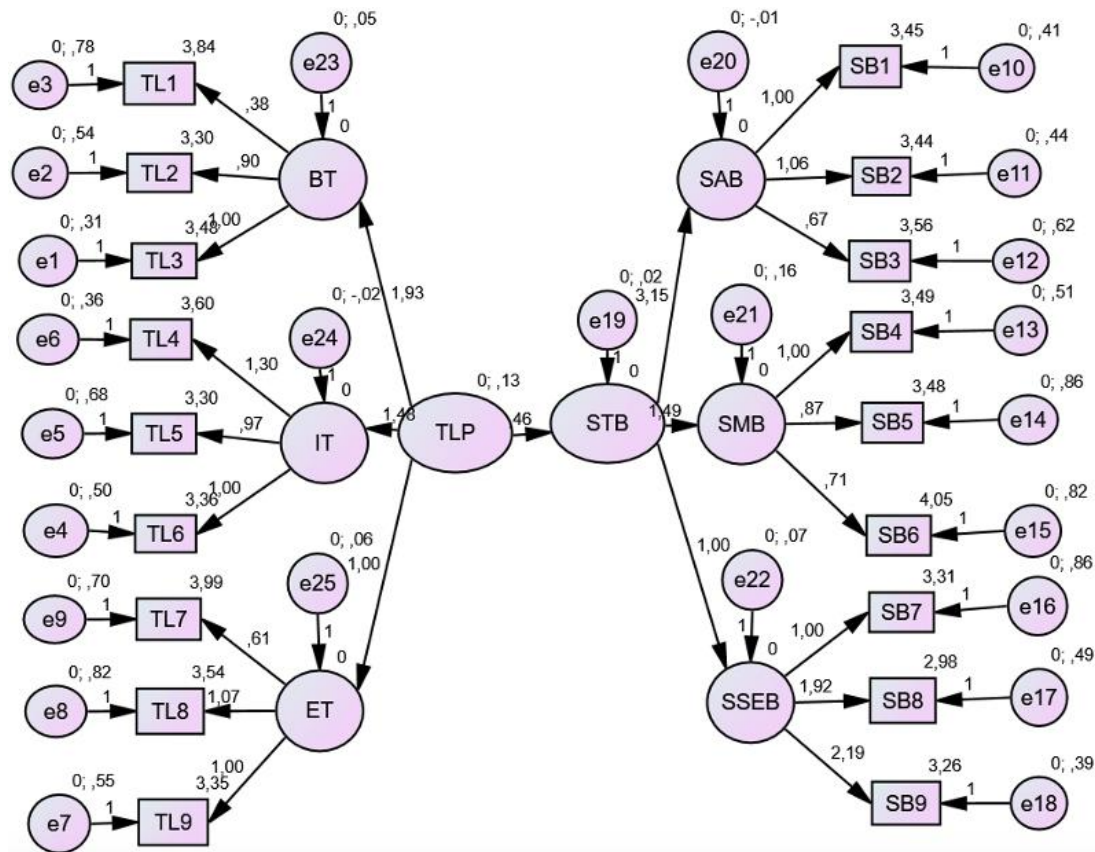
Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
STB	<---	TLP	0.802
BT	<---	TLP	0.951
IT	<---	TLP	1.028
ET	<---	TLP	0.834
SAB	<---	STB	1.013
SMB	<---	STB	0.613
SSEB	<---	STB	0.607
TL3	<---	BT	0.801
TL2	<---	BT	0.673
TL1	<---	BT	0.302
TL6	<---	IT	0.595
TL5	<---	IT	0.523
TL4	<---	IT	0.753
TL9	<---	ET	0.509
TL8	<---	ET	0.461
TL7	<---	ET	0.303
SB1	<---	SAB	0.709
SB2	<---	SAB	0.715
SB3	<---	SAB	0.478
SB4	<---	SMB	0.574
SB5	<---	SMB	0.426
SB6	<---	SMB	0.366
SB7	<---	SSEB	0.345
SB8	<---	SSEB	0.680
SB9	<---	SSEB	0.767

Notes:

- TLP = Character integration in teaching learning process
STB = Student behavior
BT = Character integration in teaching learning process preparation
IT = Character integration in teaching learning process core
ET = Character integration in teaching learning process closing
SAB = Student achievement behavior
SMB = Student motivational behavior
SSEB = Student social-emotional behavior
TL1 = Teacher asking students to pray before starting activities in class
TL2 = Teacher connecting teaching material with developing positive attitude
TL3 = Teacher inspecting the neatness of student uniform
TL4 = Teacher using the cooperative learning method in group assignments
TL5 = Teacher encouraging the students to ask bravely
TL6 = Teacher paying attention to student attitude in class
TL7 = Teacher asking the students to pray at the end of the class
TL8 = Teacher asking the students to greet the teacher at the end of the class
TL9 = Teacher asking the students to do reflection by integrating character values at the end of the class.
SB1 = Students working meticulously
SB2 = Students creating something beautiful
SB3 = Students finishing the task completely
SB4 = Students interested in paying attention to the teacher
SB5 = Students actively taking part in group discussion
SB6 = Students showing good work ethic
SB7 = Students obeying class rules
SB8 = Students cooperating well in group assignment
SB9 = Students listening to other opinions in group discussion

Figure 2. The structural model



Conclusion

An empirical model for improving student behavior in social studies class at elementary school is proposed by this research. Character values integration in the context of teaching learning process can encourage student behavior in social studies class. Integration of character values in the beginning, core, and closing of teaching learning process stimulates character values integration in teaching learning process. Character values integration in the beginning of teaching learning process can be predicted by teacher asking students to pray in the beginning of class, teacher connecting teaching material given with character values, and teacher supervising student uniform neatness. Integrating character values in the core of teaching learning process can be stimulated by teacher applying approach of cooperative learning through providing group assignments, teacher motivating the students to ask bravely, and teacher prioritizing student attitudes in class. Integration of character values at the final part of teaching learning process is supported by teacher requesting the students to pray at the end of the class, greet the teacher at the end of the class, and do reflection.

Student achievement behavior, student motivational behavior, and student social-emotional behavior determines student behavior in social studies class. Students working meticulously, students creating something beautiful, and students finishing the task completely describe student achievement behavior. Students interested in paying attention to the teacher, students actively taking part in group discussion, and students showing good work ethic indicate student motivational behavior. Students obeying class rules, students cooperating well in group assignment, and students listening to other opinions in group discussion promote student social-emotional behavior.

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