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Impact of Character Education on Social Behavior of Religious School Students (Study on Students of MTs Al-Khairiyah Panecekan, Kubang Puji Village, Pontang District, Serang-Banten)

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ABSTRACT

This study aims to determine the impact of character education on the social behavior of the students of Madrasah Tsanawiyah (MTs) Al-Khairiyah Panecekan, Kubang Puji Village, Pontang District, Serang Regency, Banten. The population in this study were students of Madrasah Tsanawiyah (MTs) Al-Khairiyah Panecekan, Kubang Puji Village, Pontang District, Serang-Banten Regency, totaling 98 students. The respondents of this study were 98 students. The research method used is a quantitative method with data collection methods in the form of a questionnaire. The data were analyzed using instrument tests in the form of validity and reliability tests, classical assumption tests in the form of normality tests and heteroscedasticity tests, and hypothesis tests in the form of simple linear regression tests and correlation coefficient tests. The results of this study indicate that character education has a significant positive impact on the social behavior of students at MTs Al-Khairiyah Panecekan, Kubang Puji Village, Pontang District, Serang Regency, Banten. the influence of character education variables on social behavior is 19.7% while the rest is influenced by other variables not examined in this study.

1. Introduction

Humans and science and technology (Science, Technology, and communication) in the era of globalization have a very close relationship. Advances in science and technology (Science, Technology, and Communication) have had a major impact on human life. The internet is one of the real forms of progress in science and technology (Science, Technology, and Communication) in human life. Humans can find information easily through the internet. Various applications are available which can be accessed via the internet. One of the phenomena that are currently rife in human life with the development of science and technology (Science, Technology, and Communication) is online games (Mertika & Mariana, 2020).

Based on the We Are Social report, Indonesia is the country with the third most video game players in the world. The report noted that there were 94.5% of internet users aged 16-64 years in Indonesia played games as of January 2022. We Are Social also noted that the majority or 83.6% of internet users played videos using any device, while as many as 68.1 % of internet users use smartphones to play games (Azkiya, 2022)

The phenomenon of online games in addition to shifting traditional games also has an impact on adolescent behavior. Behavior is an individual's response or reaction to stimuli or the environment. From a biological point of view, behavior is an activity or activity of the organism in question. From a psychological point of view, according to Skinner (Nisrima et al., 2016)), Behavior is a person's response or reaction to a stimulus (stimulus from outside, this understanding is known as SOR theory (stimulus-organism-response). Human behavior is influenced by external stimuli, either intentionally or unintentionally.

The phenomenon that occurred before the emergence of online games, teenagers spent a lot of time helping their parents, doing group work, and gathering with peers. This phenomenon changed after the emergence of online games, teenagers gathered only to play online games until late at night, often forgot their obligations, spoke rudely, tended to be disobedient to their parents, and were insensitive to the environment. (Andriyanto, 2020) In addition, students can forget about assignments, work, eating, and drinking (Putra et al., 2019).

One of the factors that can offset the negative impact of online games is character education. This research has been carried out by several previous researchers. A study (Nova et al., 2014) shows a finding that there is an influence of character education on students' social behavior. A study (Sultoni et al., 2020) found that character learning had

a positive effect on students' character with a total effect of 23.3%, and research(Halawati, 2020)states that character education has a positive effect on student behavior with a total influence of 52.6%, research(Fajri et al., 2020)states that character education has a positive effect on students' self-development with a total influence of 29.7%, research(Riko et al., 2019)shows that character education has a positive effect on positive self-concept for students, and research(Aprilani, 2013)which states that character education has a positive influence on attitudes and behavior.

2. Literature Review

1. Character building

Character education according to Narwanti (2011) (Sakti, 2017)is a system of inculcating character values into the will, and actions to implement these values. Character education in a school setting is learning that leads to the strengthening and development of children's behavior as a whole based on a certain value referred to by the school. This definition contains the following meanings: (1). Character education is education that is integrated with learning that occurs in all subjects. (2). Directed at strengthening and developing the child's behavior as a whole. The assumption is that children are human organisms that have the potential to be strengthened and developed. And (3) Strengthening and developing behavior based on the values referred to by the school (institution)(Sulistiyowati, 2013).

According to Asmani (2012) (Halawati, 2020)Based on various religious values, social norms, regulations or laws, and human rights principles, values have been identified which are grouped into five main values, namely the values of human character about God Almighty, oneself, others. people, environment, and nationality.

2. Social behavior

Ibrahim (2001) in(Nova et al., 2014)states that social behavior is an atmosphere of interdependence which is a must to ensure human existence. The definition of social behavior shows that social behavior is a human response to a situation. Baron and Byrne (1991) as quoted by Nova et al., (2014)states that social behavior is identical to a person's reaction to others. Skinner in (Nisrima et al., 2016) identifies three forms of response or operands that follow a behavior, namely: (1) Neutral operant: a response from the environment that cannot increase or decrease the probability of the behavior being repeated. (2) Reinforcers: a response from the environment that increases the

probability of the behavior being repeated. (3) Punishers: Responses from the environment that reduce the probability of the behavior being repeated.

Hurlock, B. Elizabeth (1995) in(Nisrima et al., 2016)said that social behavior is a person's physical and psychological activities towards others or vice versa to fulfill oneself or others under social demands. What is meant by social behavior is that this behavior grows from people who in their childhood got enough satisfaction for their inclusion needs. He has no problem in their interpersonal relationship with other people in his situation and condition. He can be very participative, but he can also be disinterested, he can involve himself with other people, he may or may not, he subconsciously feels that he is valuable and that others understand it without showing off. Naturally, other people will involve him in their activities. According to Baron and Byrne (1991) in(Nova et al., 2014)Social behavior can be measured by five indicators, namely (1) feelings towards others, (2) actions toward others, (3) attitudes toward others, (4) beliefs towards others, and (5) respect for others.

3. Research methods

The method used in this study is quantitative. According to(Arikunto, 2010)Quantitative research is research whose data is expressed in the form of numbers or numbers that can be calculated systematically. The population is the entire research subject(Bachtiar, 2018). The population in this study were students of Madrasah Tsanawiyah (MTs) Al-Khairiyah Panecekan, Kubang Puji Village, Pontang District, Serang-Banten Regency, amounting to 98 people. Because the numbers were not too many, all students who were studying at the religious school were used as respondents for this research.

The type of data used in this research is primary data. According to Bungin (2015), Primary data is data that is collected directly from the source and processed by itself for use. The data collection method used is a questionnaire. A questionnaire by(Bungin, 2015)is a questionnaire method in the form of a series or collection of questions that are systematically arranged in a list of questions, then sent to the respondent to be filled out. Questionnaires were distributed to 98 students of MTs Al-Khairiyah Panecekan.

The data analysis method in this study is a quantitative descriptive approach, the analytical tool used is the SPSS version 23 program, the first test is the validity test which is used to measure the validity or validity of a questionnaire. Furthermore, the reliability test where a questionnaire is said to be reliable or reliable if someone's answer to the

statement is consistent or stable from time to time. After the instrument is valid and reliable, then the classical assumption test (normality test and heteroscedasticity test) is carried out, then a simple linear regression analysis is performed, because there is only one independent variable and one dependent variable in this study. The hypothesis test was only tested t to see the effect of the independent variable on the dependent variable. (Najmudin & Syihabudin, 2022)

4. Results and Research

1. Research result

a. Research Respondents

The respondents in this study were all students of MTs Al-Khairiyah Panecekan, Kubang Puji Village, Pontang District, Serang Regency, Banten. Researchers systematized respondents based on gender and occupation as can be seen in the following table:

Table 1. Respondent Data by Gender

No	Gender	Amount
1	Student (Male)	58
2	Student (Female)	40
Number of Respondents		98

Source: Questionnaire Data Processed, 2022

Based on the data in the table above, it is shown that there are 98 respondents, consisting of 58 men and 40 women. Based on gender, the majority of respondents are male.

Table 2. Respondent Data by Class

No	Work place	Amount
1	Class VII students	30
2	Class VIII students	32
3	Class IX students	36
Number of Respondents		98

Source: Questionnaire Data Processed, 2022

Based on the data in the table above, the number of respondents of class VII students/I are 30 people, students of class VIII are 31 people, and students of class IX are 38 people. Based on these data, the majority of respondents came from class IX.

b. Research Instrument Test

1. Validity test

The validity test was carried out using SPSS version 23 software. The results of the validity test of all items in the questionnaire can be seen in the following table:

Table 3. Validity Test Results

Question Items	R-Value Calculate	RTable Value	Conclusion
Character Education Variables			
X.1	0.587	0.202	Valid
X.2	0.700	0.202	Valid
X.3	0.663	0.202	Valid
X.4	0.587	0.202	Valid
X.5	0.506	0.202	Valid
Social Behavior Variables			
Y.1	0.809	0.202	Valid
Y.2	0.715	0.202	Valid
Y.3	0.436	0.202	Valid
Y.4	0.750	0.202	Valid
Y.5	0.498	0.202	Valid

Source. SPSS Data Processed 2022

Based on the results of the validity test in the table above, it is known that the r-count value of all question items is greater than the r-table (0.202), so it can be concluded that the question items in the questionnaire filled out by the respondents are all valid.

2. Reliability Test

The reliability test was carried out using SPSS version 23 software. The results of the Cronbach's Alpha reliability test for all questionnaire items can be seen in the following table:

Table 4. Reliability Test Results

Variable	Cronbach's Alpha value	R-Value Table	Conclusion
Character Education (X)	0.571	0.202	Reliable
Social Behavior (Y)	0.595	0.202	Reliable

Source: SPSS Data Processed 2022

Based on the results of the reliability test in the table above, it is known that the value of Cronbach's alpha of the character education variable (X) is greater than r-table ($0.571 > 0.202$), and the value of Cronbach's alpha of the social behavior variable (Y) is greater than r-table ($0.595 > 0.202$). Thus, it can be concluded that all variables in this study are reliable and reliable.

c. Classic assumption test

1. Normality test

The normality test was carried out using SPSS version 23 software. The results of the Kolmogorov Smirnov normality test can be seen in the following table:

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		98
Normal Parameters, b	mean	.0000000
	Std. Deviation	2.42377224
Most Extreme Differences	Absolute	.057
	Positive	.048
	negative	-.057
Test Statistics		.057
asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.

- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source. SPSS Data Processed, 2022

Based on the results of the normality test in the table above, it is known that the significance value of the Kolmogorov Smirnov test is greater than the alpha value ($0.200 > 0.05$), so it can be said that the residual model data is normally distributed or the assumption of normality has been met.

2. Heteroscedasticity Test

The heteroscedasticity test was carried out using SPSS version 23 software. The results of the heteroscedasticity test can be seen in the following table:

Table 6. Heteroscedasticity Test Results

		Coefficients				
		Unstandardized		Standardize		
		Coefficients		d	Coefficients	
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.120	1.532		1.384	.169
	Character building	-.008	.070	-.012	-.116	.908

a. Dependent Variable: RES2

Source: SPSS Data Processed 2022

The table above shows that the significance value of the character education variable is greater than the alpha value ($0.908 > 0.05$), so it can be concluded that there is no heteroscedasticity in the regression model in this study.

d. Hypothesis testing

1. Statistical t-test

The t-test of character education variables on social behavior was carried out using SPSS version 23 software. The results of the t-test can be seen in the following table:

Table 7. t-test results Count

		Coefficients				
		Unstandardized		Standardize		
		Coefficients		d		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.549	2,588		2,917	.004
	Character building	.588	.118	.453	4.980	.000

a. Dependent Variable: Social Behavior

Source. SPSS Data Processed, 2022

Based on the results of the statistical t-test in the table above, it is known that the t-value of the character education variable is 4.980 and the significance value is 0.000, while the t-table value of the character education variable is 1.664 and the alpha value is 0.05. when compared, the t-count value is greater than the t-table ($4.980 > 1.664$) and the significance value is smaller than the alpha value ($0.000 < 0.05$). Thus, character education has a positive and significant effect on the social behavior of students at MTs Al-Khairiyah Panecekan, Kubang Puji Village, Serang-Banten District.

2. Correlation Coefficient Test

The correlation coefficient test was carried out using SPSS version 23 software. The results of the correlation coefficient test can be seen in the following table:

Table 8. Correlation Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.453a	.205	.197	2.43636

a. Predictors: (Constant), Character Education

Source. SPSS Data Processed, 2021

The table of test results above shows that the correlation coefficient of character education variables on social behavior is 0.197. This value indicates that social behavior is influenced by character education by as much as 19.7 percent, while the rest is influenced by other variables not examined in this study.

2. Discussion

Based on the results of the research above, it is known that the t-value of the character education variable is 4.980 and the significance value is 0.000, while the t-table value of the character education variable is 1.664 and the alpha value is 0.05. When compared, the t-count value is greater than the t-table ($4.980 > 1.664$) and the significance value is smaller than the alpha value ($0.000 < 0.05$). Thus, character education has a positive and significant effect on the social behavior of students at MTs Al-Khairiyah Panecekan, Kubang Puji Village, Serang-Banten District. While the correlation coefficient of character education variables on social behavior is 0.197. This value indicates that social behavior is influenced by character education by as much as 19.7 percent,

The results of this study are in line with research that has been carried out by previous researchers, namely: Study (Nova et al., 2014) shows a finding that there is an influence of character education on students' social behavior. A study (Sulton et al., 2020) found that character learning had a positive effect on students' character with a total effect of 23.3%, and research (Halawati, 2020) states that character education has a positive effect on student behavior with a total influence of 52.6%, research (Fajri et al., 2020) states that character education has a positive effect on students' self-development with a total influence of 29.7%, research (Riko et al., 2019) shows that character education has a positive effect on positive self-concept for students, and research (Aprilani, 2013) which states that character education has a positive influence on attitudes and behavior.

5. Conclusion

Based on the results and discussion above, it can be concluded that character education has a significant positive impact on the social behavior of students at Madrasah Tsanawiyah Panecekan, Kubang Puji Village, Pontang District, Serang-Banten Regency. The total contribution of the influence of character education variables on student social behavior is 19.7% while the rest is influenced by other variables not examined in this study.

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