Identification of Character Values of Public and Private Junior High School Students in Rantau Selatan District

Islamiani Safitri, Universitas Labuhanbatu, Indonesia
Rahma Muti'ah, Universitas Labuhanbatu, Indonesia
Rizli Ansyari, SMP Islam Terpadu Arrozaq Rantauprapat, Indonesia
Sriono, Universitas Labuhanbatu, Indonesia
Yudi Prayoga, Universitas Labuhanbatu, Indonesia

Abstract
Character crisis in children is still an unresolved problem. Cases of drugs, bullying, sexual violence, and crime against children are often found in Labuhanbatu district. Although the government has issued a Government Regulation on Strengthening Character Education (PPK), the National Mental Revolution Movement (GNRM) program, and the implementation of Curriculum 13 in schools, the results have not yet shown the desired target. The root of the problem is actually not forming a good character so that the values of character and national insight in children are very low. Therefore, the purpose of this study was to identify what character values have been attached to students so that later they can be used as references for further research. This research was conducted in public and private junior high schools in Rantau Selatan District. The research method used is quantitative and the population is junior high school students in South Rantau District spread over 8 schools. The sample in this study was only seventh grade junior high school students to make it easier for researchers to carry out further research. The instrument and data collection technique used is a character test which will be distributed to class VII students to find out 18 character values in students.

Keywords: Character Value, Junior High School

Introduction

Character is a person's identity and character that is built through internalizing many virtues that are believed and used as a foundation for how they think, behave, and act (Astamal et al., 2021). Repetitive actions that are preceded by awareness and comprehension will shape a person's character. Moreover, one's interactions with others contribute to the development of the community and national character. Although it is possible to build or construct characters, the process is lengthy.

Frequently, a child's behavior resembles that of his or her parents. For this reason, character can be defined as a fundamental value that constitutes a person's personality, produced either by the impact of heredity or the environment, and shown in attitudes and conduct in everyday life (Sholichah, 2018). Character development in young children is heavily influenced by parental behavior, so that children's behavior tends to mimic that of their parents. The character of children in elementary school is heavily influenced by the instructor, thus it is not surprising that they always believe what the teacher says. During this phase, the child begins to search for his individuality, despite the fact that his childlike tendencies remain frequently manifest. This is also why junior high school students were chosen as research samples, as this is when children's character and identity begin to take shape and will become the foundation of their mature character. To mould the character of children into a generation that is superior, characterized, and globally competitive, unique formal and informal efforts are required, including the introduction of character education in schools.

The essence of the educational work of instilling character in students is the development of a whole person, i.e., a good person with good character. Good and character refer to the adopted standards, namely the noble qualities of Pancasila. All aspects of Pancasila are thoroughly incorporated within the concept of human dignity (Salahudin & Alkrienciehie, 2013). According to Lickona (Muchlas et al., 2013), "psychological character education must integrate the elements of moral reasoning, morally based feelings, and moral behavior" (moral behavior). According to some sources, good character consists of knowing the good, desiring the good, and doing the good—habits of the mind, habits of the heart, and habits of the will (Lickona, 2012). According to this understanding, character education is not limited to teaching or enhancing character values. Character education encompasses comprehension (cognitive) of goodness, motivation or desire (affective) to do well, and action (action) to do good (psychomotor).

The prevalence on television and the internet, the rise in crime, the high number of drug users, discord within religious communities, anarchist marches, and other crimes constitute a highly concerning plague. This nation's economic downturn appears to be a clear indication that its resources are still being depleted by unresolved internal problems. Therefore, one of the best ways to get out of this rut is to reorient the values of the nation's character and culture, and the ideal location to construct the pillars of the nation in question's character and culture is through education.

A student who possesses natural character qualities and national culture will undoubtedly be a member of a future generation that is vastly superior. Therefore, education in Indonesia must be able to impart principles consistent with the culture of the country. Table 1 provides a description of the nation's character and cultural values.

Numerous researchers have conducted research on character formation and character, such as Eva, who discussed heredity and environmental factors in character formation (Nerizka et al., 2021), or Lailati and Erni's research on strengthening the character of children in the family (Nazula & Munastiwi, 2021), or Sri and Pramudaani, who asserted that the role of teachers and parents is crucial in integrating character values into learning (Astuti, However, the majority of them continue to explore the genesis of certain character values and the topic has not been covered in its entirety. In reality, in order to teach character values in children, it is vital to understand the elements that influence the development of their character so that impediments can be eliminated.

Therefore, the character of junior high school students will be identified based on 18 character values and national culture in this study. This information will be extremely useful for future research, as it will serve as a starting point for devising solutions to aid the government in the National Mental Revolution Movement (GNRM) initiative and to promote the implementation of Strengthening Character Education (PPK) in schools.

Method

The approach used in this research is descriptive quantitative, which clearly describes the results of the identification of the character values of junior high school students in Rantau Selatan District, Labuhanbatu Regency. The character values identified in this study consist of 18 character values and national culture which are described in table 1 below.

Table 1. Description of National Character and Cultural Values

No	Character Value	Description
1	Religious	Obedient attitudes and behavior in carrying out the teachings of the religion they adhere to, being tolerant of the implementation of worship of other religions, and living in harmony with followers of other religions.
2	Honest	Behavior based on efforts to make himself a person who can always be trusted in words, actions and work.
3	Tolerance	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, and actions of others who are different from themselves.
4	Discipline	Actions that show orderly behavior, and comply with various rules and regulations.
5	Hard work	Behavior that shows a genuine effort in overcoming various learning and task barriers, as well as carrying out tasks as well as possible.
6	Creative	Thinking and doing something to produce a new way or result from something you already have.
7	Independence	Attitudes and behaviors that are not easy to depend on others in completing tasks.
8	Democratic	A way of thinking, behaving, and acting that evaluates the rights and obligations of himself and others equally.
9	Curiosity	Attitudes and actions that always seek to find out more deeply and broadly from what they have learned, seen, and heard.
10	Nationality spirit	A way of thinking, acting, and having insight that places the interests of the nation and state above the interests of themselves and their groups.

11	Loving the homeland	A way of thinking, behaving, and acting that shows loyalty, care, and high appreciation for the language, physical, social, and cultural, economic and political environment of the nation.
12	Appreciating achievements	Attitudes and actions that encourage him to produce something useful for society, and recognize, and respect the success of others,
13	Friendly/ communicative	Actions that show a sense of pleasure in talking, associating and collaborating with others.
14	Loving peace	Attitudes, words, and actions that make others feel happy and secure in their presence.
15	Reading interest	The habit of taking time to read various readings that create virtue for him.
16	Environmental care	Attitudes and actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair the natural damage that has occurred.
17	Social care	Attitudes and actions that always want to provide help to other people and communities in need.
18	Responsibility	The attitude and behavior of a person to carry out his duties and obligations that he should do to himself, society, the environment (nature, social, and culture), the state and God Almighty.

The population in this study were all junior high school students in Rantau Selatan District, Labuhanbatu Regency, which were spread over five schools. The junior high schools that became the population in the study were junior high schools under the auspices of the Department of Education and Culture of Labuhanbatu Regency. The sample used was seventh grade junior high school students whose number was determined based on the Slovin technique. For the sample selection is done by stratified sampling method (Safitri et al., 2019). The reason that only grade VII students were sampled was to make it easier for researchers to carry out multi-year research in the future so that the samples used remained the same. The following is the distribution of Junior High Schools in Rantau Selatan sub-district, Labuhanbatu Regency.

Table 2. Distribution of SMP in Labuhanbatu Regency

No	School name	Description
1	SMP Negeri 1 Rantau Selatan	State
2	SMP Negeri 2 Rantau Selatan	State
3	SMP Islam Terpadu Robbani Rantauprapat	Privat
4	SMP Islam Terpadu Arrozaq Rantauprapat	Privat
5	SMP Swasta Muhammadiyah 35 Sigambal	Privat

The data collection technique used is to give a character questionnaire sheet to the seventh grade junior high school students to identify what character values already exist in the students. The questionnaire data obtained were then analyzed by several tests as follows:

1. Test the validity and reliability of the instrument: namely to measure whether or not an item in the questionnaire instrument will be used which is then tested whether the instrument is reliable or not.
2. Univariate analysis: aims to describe individual characteristics descriptively by displaying the frequency and percentage. Univariate analysis was carried out on each of the variables studied. Furthermore, the data that has been processed from the test is entered into the

frequency distribution table, then percentage is assigned to each category using the following formula:

$$P = \frac{f}{N} x \ 100\% \quad \text{(Sugiyono, 2017)}$$

Description:
P = percentage
f = frequency
N = number of samples

Results and Discussion

From the character questionnaire that has been distributed to seventh grade students of public and private junior high schools in Rantau Selatan District, the data obtained are as follows.

1. Description of the Character Values of State Junior High School Students

First, the identification of the character values of state junior high school students in Rantau Selatan District, Labuhanbatu Regency, namely SMP Negeri 1 and SMP Negeri 2. Each school consists of 7 study groups class VII and 6 study groups class VII. After the character questionnaires were distributed to VII students, the data distribution for each character values was obtained as follows.
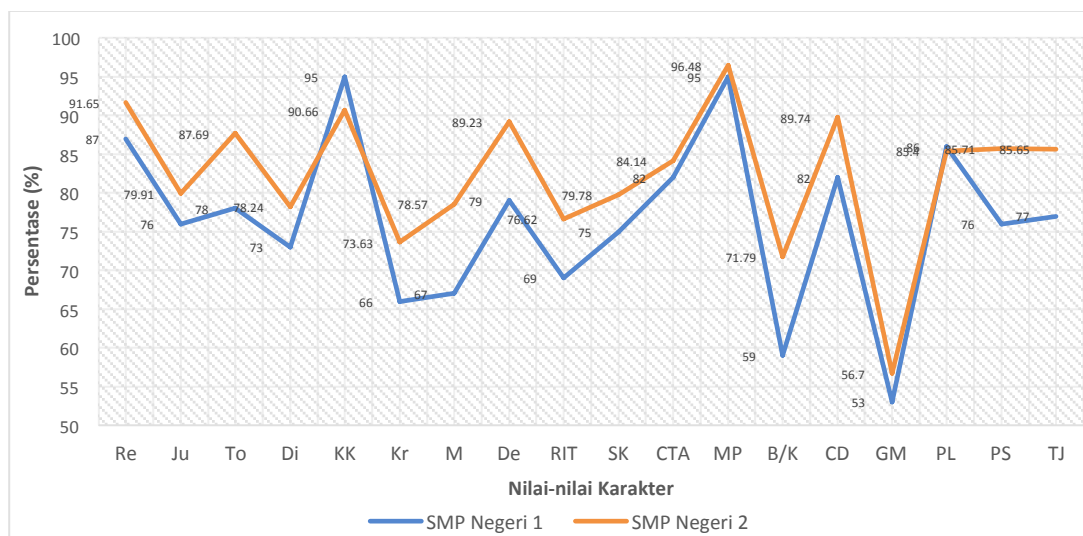

Figure 1. Graph of Character Values for Students of SMP Negeri 1 and
SMP Negeri 2 Rantau Selatan

Based on the graph above, it is known that at SMP Negeri 1 Rantau Selatan, the highest percentage achievement of character values is in the character of 'hard work' and 'appreciating achievement' which both get 95%, and the lowest percentage is on the character of 'reading interest' by 53%. While the achievement of the highest percentage of character values of SMP Negeri 2 students is in the character of 'appreciating achievement' of 96.48% and the lowest percentage of the character of being 'likes to read' by 56.7%.

In general, the character values of the students of SMP Negeri 2 Rantau Selatan are higher than the character values of the students of SMP Negeri 1 Rantau Selatan. If we look further, the character values of the students of SMP Negeri 2 Rantau Selatan are low on the characters of 'hard work' and 'environmental care', namely with a percentage of 90.66% and 85.4%,

while the percentages in other characters appear to be higher. However, judging from the percentages for each character value, actually the difference in percentage between students of SMP Negeri 1 and SMP Negeri 2 is not too far apart, which is in the range of 0.6% to 12.79%.

Looking at the percentage of achievement of character values as a whole, most of the percentages are above 60% and only two characters whose percentage is below 50%, namely the 'friendly/communicative' character and the 'reading interest' character. This indicates that the friendly/communicative character and the love of reading are still low in public junior high schools in Rantau Selatan District.

2. Description of the Character Values of Private Junior High School Students

Furthermore, the identification of the character values of private junior high school students in South Rantau District which consists of 3 schools, namely Arrozaq Rantauprapat Integrated Islamic Junior High School, Robbani Integrated Islamic Junior High School, and Muhammadiyah 35 Sigambal Private Junior High School. These three schools are Islamic-based schools, namely there is an added curriculum content in the form of Islamic lessons such as Arabic, Hadith, and Al-Qu'ran lessons. The following is a graph based on the data obtained.
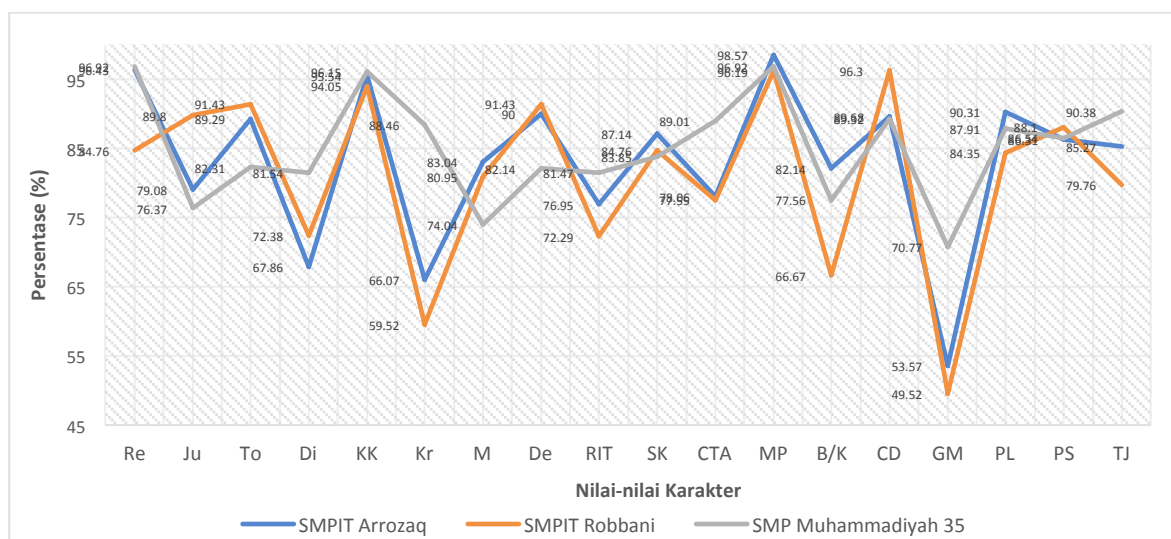

Figure 2. Graph of Character Values of Private Junior High School Students
in Rantau Selatan District

Based on the graph above, it can be seen that the percentage of student character values in each school fluctuates. That is, there is no school that dominates the percentage of students' character is higher than the others. At the Arrozaq Rantauprapat Islamic Junior High School, it can be seen that the highest percentage of students' achievement is in the character of 'appreciating achievement' of 98.57% and the lowest percentage of being 'reading interest' at 53.57%. On the graph, the Rantauprapat Islamic Junior High School shows the highest achievement on the character of 'loving peace' by 96.3% and the lowest percentage in the character 'reading interest' at 49.52%. Likewise, from the graph of the Muhammadiyah 35 Sigambal Private Junior High School, the highest percentage achievement of student character values on the character of 'appreciating achievement' is 96.98% and the lowest percentage is on the 'creative' character of 59.52%.

Looking at the percentage of achievement of character values as a whole, most of the percentages are above 65% and only two characters whose percentage is below 65%, namely the 'creative' character and the 'reading interest' character. This indicates that the creative character and love of reading are still low in private junior high school students in Rantau Selatan District.

3. Description of the Comparison of Character Values of Public and Private Junior High School Students in Rantau Selatan District

After obtaining a description of the data on the character values of public and private junior high school students, then a comparison is made between the two. The data description of the percentage of character values of public and private junior high school students displayed is the average percentage of each public and private school. Here is a description of the data.
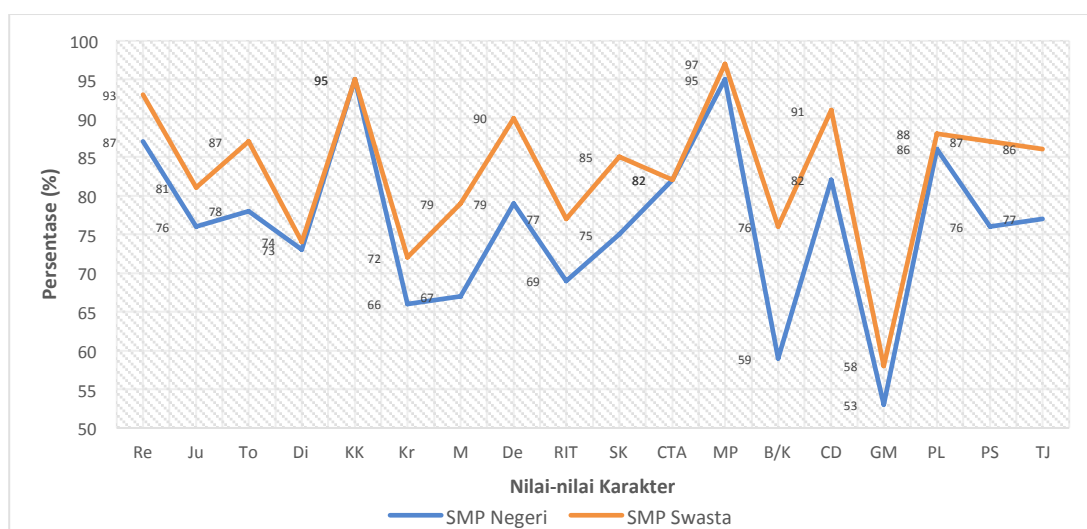

Figure 3. Graph of Character Values of State and Private Junior High School Students in Rantau Selatan District

From the graphic above, the percentage of achievement of the character values of private junior high school students in Rantau Selatan District is higher than the percentage of students' character values in public junior high schools. In the graph, it can be seen that there are 17 character values of private junior high school students whose percentage is higher than the character of public junior high school students. In addition, it was also observed that there was 1 value for the same character, namely the 'loving homeland' character of 82%.

Seen further as a whole, there are 16 character values whose percentage is above 65% in both public and private junior high schools, but there are 2 character values whose percentage is still below 60%, namely the 'friendly/communicative' character of 59% for public junior high schools, on the character of 'reading interest' by 58% for private junior high schools and 53% for public junior high schools.

Discussion

The purpose of this research is to identify character values that have emerged in seventh grade junior high school students in Rantau Selatan District. According to the facts shown above, the majority of 18 character traits have emerged among pupils. Character values

whose percentage gain is greater than 90 percent are "religious, hard-working, and achievement-oriented." The high percentage of the three character traits shows that seventh-grade students at SMP Rantau Selatan Subdistrict are extremely religious, diligent, and achievement-oriented. This is due to the fact that the majority of schools in Rantau Selatan District, particularly private schools, implement an Integrated Islam-based curriculum, which integrates the national curriculum with Islamic values in order to build a religious character in students (Hildani & Safitri, 2021). In addition, the successes of the students who have been chosen multiple times to represent Labuhanbatu Regency in various events at the regional and national levels demonstrate the importance of diligence and appreciation for this accomplishment. The importance of hard work as a character trait for students stems from the correlation between it and the will to achieve a goal (Rezekiah et al., 2022). Students that work diligently are typically successful in achieving their goals.

In addition, the character values whose numbers fall between 80% and 89% include tolerance, democracy, national spirit, love for the homeland, love for peace, concern for the environment, social care, and responsibility. These six traits show that kids have a well-developed social spirit. Although grade VII SMP students do not understand the meaning of 'tolerance, democracy, national spirit, and love for the homeland,' their daily behavior and attitudes demonstrate the implementation of these characteristics, such as listening attentively when others speak, participating in group discussions, imitating the hero archetype, and not insulting or belittling his friends (Supriyanto & Wahyudi, 2017). In accordance with the findings of a study, nationalism is characterized by care, respect, and a willingness to make sacrifices for the benefit of one's nation and homeland. In a broader sense, this trait is exemplified by a love for domestic products, diligence in studying for the advancement of the nation and state, a love of the environment, a commitment to a clean and healthy lifestyle, and knowledge of the homeland's geography without regional fanaticism (Atika et al., 2019).

In addition, the character values whose percentages fall between 70 and 79 percent are "honest, disciplined, independent, and curious." These four traits are crucial to recognize since they have a significant impact on the identity formation of students. A person with an honest, disciplined, independent, and inquisitive personality will undoubtedly have a high quality of self and life (Wati et al., 2022). Returning to the percentage of achievement of the four characters, this has shown that the students' self-quality is already good. Although the percentage gain is only in the range of 70-79%, this data acquisition is sufficient to support the development of student character in the future.

Finally, the percentage of character values in the range of 50-69% is on the character of 'creative, friendly/communicative, and likes to read'. The percentage gain shows that the junior high school students in Rantau Selatan Subdistrict have quite low creativity and literacy, so special efforts are needed to improve these two characters. Creative character means a person's capacity to generate new ideas that are original, insightful, scientific, have aesthetic value, social value, or technological value (Wahyuni & Mustadi, 2016). Actually, these two characters are still a national issue where the government is trying to improve reading and writing literacy in students through national programs that have been implemented (Safitri et al., 2022). However, these programs have not been implemented for quite some time, thus their result is not yet apparent. Therefore, in the next two or three years, additional data collection will be required to assess the rise in literacy resulting from the implementation of government programs.

Conclusion

The conclusions of this study are:

1. Character values that have been well identified in junior high school students in Rantau Selatan District are religious, honest, tolerant, disciplined, hard work, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, love peace, care for the environment, social care, and responsibility' with a percentage above 70%.
2. The character values identified are still low for the senior high school students in Rantau Selatan District, namely the characters of 'creative, friendly/communicative, and reading interest' which get a percentage below 70%.
3. The percentage gain of character values of private junior high school students tends to be higher than the percentage of character values of public junior high school students.

References

Astamal, Firman, & Rusdinal. (2021). Pembentukan Karakter Peduli Sosial Pada Siswa Di SMA Negeri 3 Payakumbuh. Jurnal Pendidikan Tambusai, 5(1), 79–84.

Astuti, S., Pramudiani, P., Masykuroh, K., & Ulfah, S. (2021). Sinergitas Guru dan Orang Tua dalam Integrasi Nilai Karakter Pada Pembelajaran Daring di Masa Pandemi Covid-19. Jurnal Pendidikan Karakter, 12(1), 117–133. https://doi.org/10.21831/jpk.v0i1.38898

Atika, N. T., Wakhuyudin, H., & Fajriah, K. (2019). Pelaksanaan Penguatan Pendidikan Karakter Membentuk Karakter Cinta Tanah Air. *Jurnal Mimbar Ilmu*, *24*(105–113). https://doi.org/https://doi.org/10.23887/mi.v24i1.17467

Hildani, T., & Safitri, I. (2021). Implementasi Pembelajaran Matematika Berbasis Kurikulum Jaringan Sekolah Islam Terpadu (JSIT) Dalam Membentuk Karakter Siswa. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, *5*(1), 591–606. https://doi.org/https://doi.org/10.31004/cendekia.v5i1.549

Lickona, T. (2012). Mendidik untuk Membentuk Karakter: Bagaimana Sekolah dapat Memberikan Pendidikan Tentang Sikap Hormat dan Bertanggung Jawab. Bumi Aksara.

Muchlas, Samani, & Hariyanto. (2013). Konsep dan Model : Pendidikan Karakter. PT Remaja Rosdakarya.

Nazula, L., & Munastiwi, E. (2021). Penguatan Karakter Anak Dalam Keluarga Dalam Situasi Pandemi Coid-19. Jurnal Pendidikan Karakter, 12(1), 77–87. https://doi.org/10.21831/jpk.v0i1.37648

Nerizka, D., Latipah, E., & Munawwir, A. (2021). Faktor Hereditas dan Lingkungan dalam Membentuk Karakter. Jurnal Pendidikan Karakter, 12(1), 55–64.

Rezekiah, P. T., Safitri, I., & Harahap, R. D. (2022). Analisis Nilai-Nilai Karakter Mahasiswa Program Studi Pendidikan Matematika. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, *6*(2), 1251–1267. https://doi.org/https://doi.org/10.31004/cendekia.v6i2.1325

Safitri, I., Chastanti, I., Hasibuan, lily R., Rohana, Sujarwo, Irmayanti, & Nasution, H. F. (2022). Teachers' readiness in the implementation of online learning during COVID-19 pandemic. *International Journal of Evaluation and Research in Education*, 1082–1089. https://doi.org/http://doi.org/10.11591/ijere.v11i3.22463

Safitri, I., Pasaribu, R., Simamora, S. S., & Lubis, K. (2019). The effectiveness of android application as a student aid tool in understanding physics project assignments. *Jurnal Pendidikan IPA Indonesia*. https://doi.org/10.15294/jpii.v8i4.19433

Salahudin, A., & Alkrienciehie, I. (2013). Pendidikan Karakter (Pendidikan Berbasis Agama dan Budaya Bangsa) (H. Mahmud, Ed.; Pertama). Pustaka Setia.

Sholichah, A. S. (2018). Urgensi Tumbuh Kembang Anak Terhadap Pembentukan Karakter. Jurnal Pendidikan Islam, 1(2), 154–171.

Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Alfabeta.

Supriyanto, A., & Wahyudi, A. (2017). Skala karakter toleransi: konsep dan operasional aspek kedamaian, menghargai perbedaan dan kesadaran individu. *Jurnal Ilmiah Counsellia*, 7(2), 61–70. https://doi.org/http://doi.org/10.25273/counsellia.v7i2.1710

Wahyuni, M., & Mustadi, A. (2016). Pengembangan Perangkat Pembelajaran Collaborative Learning Berbasis Kearifan Lokal Untuk Meningkatkan Karakter Kreatif dan Bersahabat. *Jurnal Pendidikan Karakter*, 7(246–260). https://doi.org/https://doi.org/10.21831/jpk.v6i2.12056

Wati, E., Harahap, R. D., & Safitri, I. (2022). Analisis Karakter Siswa pada Mata Pelajaran IPA di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 5994–6004. https://doi.org/https://doi.org/10.31004/basicedu.v6i4.2953

Contact email: islamiani.safitri@gmail.com