

# Sex Differences in the Implementation of Character Education in Senior High Schools

Inpenas<sup>a,1</sup>, Asmah Ahmad<sup>b,2</sup>, Md. Rosli Ismail<sup>b,2</sup>

<sup>1</sup>Sekolah Menengah Atas Ujungbatu, Kabupaten Rokan Hulu, Provinsi Riau, 28454

<sup>2</sup>Fakulti Pendidikan dan Sain Sosial, Universiti Selangor, Selangor, Malaysia, 40000

<sup>\*1</sup> inpenasipen@gmail.com, <sup>2</sup>drasmah@unisel.edu.my, <sup>3</sup>mdrosli@unisel.edu.my

## Abstract

*Character education is the action and attitude of a person which reflects anything with good value. These good values can be identified from his daily activities. Therefore, character education is considered very important as an effort to help someone to perceive or to understand and to act based on ethical or moral values. This purpose of this study is to analyze the implementation of character education in senior high schools (SMA) in Ujungbatu, Rokan Hulu Regency, Riau Province based on sex (male and female) differences. To answer the problems in the study, descriptive qualitative approach study is designed by using several methods namely interview, observation and documentation. The samples of the study were 339 students from three different high schools; they are SMA 1, SMA 2 and SMA Muhammadiyah. Finding of the study revealed that the four character education value, namely devotion, hard work, discipline and honesty can be applied to both male and female Muslim and Christian students, and this is to indicate that these character values can be applied to the students. Finally, this character education method is applicable to students especially in high school.*

**Keywords:** character education, high school, sex

---

## Introduction

Education is a way to shape a strong human involving both body and spirit. To shape the personality, then it has to be properly polished and adjusted to the current level of education. In fact, education should be used as a means of character building. Therefore, to merely implement the principle of "transfer of learning" in delivering materials will still not be able to shape the students' attitudes and behaviors, in which they are important parts in the shaping process of students characters (Zubaedi, 2012).

Character education is the attitude and action of a person which reflects everything which has good value (Zulnuraini, 2012). These good values can be seen from his daily activities. Therefore, character education is considered very important as an effort to help someone to perceive or to understand and to act based on the ethical or moral values. Apart from that, character education also teaches how to think and does something that can help a person to carry out work together as a family or friend, neighbor and community (Wibowo, A. 2013).

School is considered as a place where students learn in order to achieve anything they wish for. As a place of education, school can be a memorable method for shaping the students characters. It is also expected that a school can be a motivating force which can educate people hence it can create Indonesian society with a moral, valued and noble attitude. The school and the teachers' roles cannot be separated that these teachers' role are said to have a fair character toward the successful of education inschool.

The importance of character education is strengthened by Nucci and Narvaez (2008), who stated that 80% of states have a mandate to carry out character education. These states tend to reflect the expectations of the community to make schools to become a place where children can get support for the shaping of values such as honesty (97%), respect for others (94%), democracy (93%), and respect other people from different nationalities and backgrounds (93%). These

values are guaranteed in the public agenda (Public Agenda, 1994). In the Public Agenda 1997 one more expectation was added where the audience supported the school in promoting values such as honesty and tolerance.

Character education is an effort to help students to understand, to care, and to behave in accordance with the moral values applied in society (Muslich, M. 2011). In other words, character education is everything that the teacher makes, which are able to influence the students character. This means that the teacher plays a role in shaping the character and the soft skills of the students (Ramli, Bakar. 2018).

This study aims to see the implementation process of character education in high schools based on sex and religious differences on the value of devotion, hard work, discipline and honesty. These four character values have represented the 18 values which proclaimed by the Indonesian government.

### Conceptual Framework of Character Education

Character education can be defined as an effort which is carried out in a slow manner to make other people understand more how to take care and to do good deed (David & Freddy, 2004), to teach ways of thinking and to behave in helpful way in order to be able to work together in family, society, and also to be able to make something useful (Khan, 2010), and to foster moral values into the students which include understanding, awareness, and willingness, and actions to carry out these moral values either for themselves, their surroundings, or for the society to become a good human (Samani and Hariyanto, 2011).

The world of education in Indonesia today has placed more concern on character education. This issue arises due to the widespread dissatisfaction among the public with the previous education which was considered unable to shape a moral society. As Sutrisna said, (2011) that at this time there has been an effort concerning to the foundation and methods of moral and character education. However, the moral degradation is still apparent, such as fights between students, between tribes and even between religious groups, numerous acts of corruption and nepotism, uncontrolled democracy, misuse of laws, and fraudulent practices carried out by public officers. These are examples which reflect the low level of a person and the children of nation's credibility.

There is a great expectation from the community which is relied on the education system, as education is certainly the foundation of the settlement of various moral problems of the nation and society. Education is an effort to improve cognitive, affective and psychomotor quality (Mulyasana, D. 2011). The final results of cognitive quality is the improvement of intelligence and academic ability, while affective ends in the formation of character and personality, and lastly psychomotor will end in the expertise of vocational and behavior. Therefore, education should be able to change attitudes and to foster behaviors that are in line with expectations.

The Ministry of National Education (2011) also said that the use of character education is to improve, to strengthen personal quality, and to avoid external influences which can ultimately build good morals. The efforts to build character are carried out through the arrangement of learning activities, either through subjects or student quality improvement activities made in class or outside the classroom. The habits in life, such as religious, honest, disciplined, tolerant, hard work, love for peace, responsibility and so on, are initially started from parents and are reinforced in schools and in society. The Indonesian government categorizes four values in character education by focusing on the character values of devotion, hard work, discipline and honesty. These four character values represented the 18 character values which can be seen in Table 1.

**Table 1. Parts of character values**

<b>Devotion</b>	<b>Hard work</b>	<b>Discipline</b>	<b>Honesty</b>
Tolerant	Creative	Self-Independence	Democratic
Love the homeland	Curios	Care with environment	appreciating achievement
Friendly	Nationality	Care with social	responsible
Peaceful	Love to read		

Table 1 describes the division of 18 character values into 4 main values. Devotion, hard work, discipline and honesty are character values which are the main concern in this study. These four values are considered to have covered the total value declared by the government. If these four values already exist within the student, other values will automatically follow. Table 2 describes the components or indicators that will serve as guidelines to explain the 4 values of character education.

Character education can be effective if it can go along with the development of school culture and the implementation of character education through habits. The implementation of character education in schools in the form of school culture and the integration of these characters in the learning process can be felt by students through learning experiences so that they can practice these values through daily activities in the form of certain habits.

For a school to realize the implementation of character values well, it must provide the students the knowledge about norms or values so that they can feel the positive thing from them and become motivated to carry out these character values through their daily activities. The indicator of the schools success in implementing the character values of the students can be seen from how the students realize that value well either through daily activities or through their behavior.

**Table 2. Indicator of 4 values of character education**

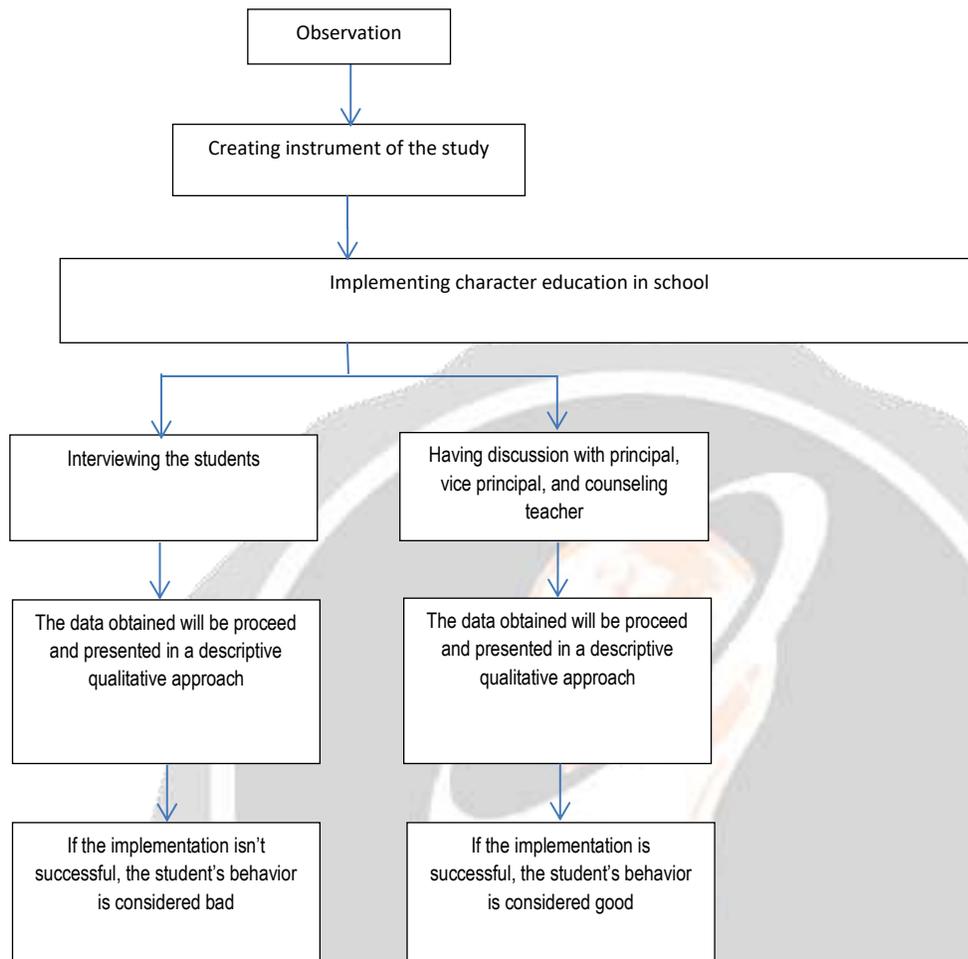
No	Character Value	Indicator
1	<b>Devotion</b> (Any activities which reflect obedience in religion)	<ul style="list-style-type: none"> <li>• Always pray before starting any activities</li> <li>• Regularly do worshiping</li> <li>• Always comply with things ordered by religion</li> </ul>
2	<b>Hard work</b> (Activities which reflect a serious effort to overcome any learning barrier and to complete task properly)	<ul style="list-style-type: none"> <li>• check the books before going to school</li> <li>• re-check the tasks that have been made</li> <li>• try not to be tempted to do negative things</li> <li>• work on questions carefully</li> <li>• always look for solutions when finding difficulties</li> <li>• use other learning sources in learning</li> <li>• always try to complete the task given</li> <li>• not easily discouraged from completing tasks</li> <li>• understand the words of the teacher well in the learning process</li> </ul>
3	<b>Discipline</b> (Any activities that show orderly behavior and compliance to the applicable rules and regulations)	<ul style="list-style-type: none"> <li>• getting used to coming to school on time</li> <li>• wear the school uniforms properly during the school time</li> <li>• work on assignments on time</li> <li>• attend the flag ceremony</li> <li>• carry out class cleaning tasks</li> <li>• provide information when unable to attend class</li> <li>• talk and behave politely to all parties</li> <li>• always ask permission when leaving the class</li> <li>• always obey the applicable rules</li> </ul>
4	<b>Honesty</b> (Any activities that describe the effort of the student to make himself as someone who is honest either in words, action and work)	<ul style="list-style-type: none"> <li>• always honest about finance</li> <li>• do any activities that makes him a person who can always be trusted in words</li> <li>• do any activities that makes him a person who can be trusted in manners and work</li> </ul>

### Research Methodology

The initial step to be done in this study was to conduct direct observations in schools to know the character values applied in the school. After the observations, interview questions and questionnaires could be created from the finding. The method is presented more clearly in figure 1 below.

The four character values, namely: devotion, hard work, discipline and honesty will be the focus of this study. They are considered as the priorities values applied in high schools in Ujungbatu Rokan Hulu. This could be identified after interviewing a high school principal in Ujungbatu. He said that these four character values are more fundamental than any existing characters, if these four character values are good then a student can be said moral as well.

The respondent of the study was a person who could give feedback and provide information about the study data. While the data source was an object or person and a place where the reviewer monitored, read, or asked about the data.



**Figure 1. Methods of the study**

The total numbers of the participants in this study were 3 principals, 3 vice principals of the curriculum section, counseling teachers as well as all the second and the third grade students from three schools consisting of 1000 students. Looking at the number of population, the samples in this study were 339 students. The number was based on the sample size determined by Isaac and Michael at the 5% error level. Sampling collection technique used in this study is purposive. Samples were taken in grades 2 and 3 from three schools; they are SMA1 Ujungbatu 184 students, SMA 2 Ujungbatu 129 students SMA muhammadiyah 26 students. The samples are selected randomly. Besides students, one school principal, one vice principal of the curriculum section and one counseling teacher from each school will be selected as the main informant as a source of data for interviews.

The data in this study will be analyzed by using analytical descriptive which expresses an actual problem and condition, which is a disclosure of facts. These data will be then processed to make them “talk” real way. While the data in quantitative will be processed by using SPSS version 13.0.

### Results and Discussion Analysis

The effectiveness of character education can be influenced by many factors, among them are seen from sex differences. The results of quantitative data analysis which obtained through questioners to 339 students are presented in the following Table 3:

Character Values	Sex	N	Mean	Std. Deviation	Std. Error Mean
Devotion	Male	169	18,14	,811	,062
	Female	170	18,14	,880	,049
Hard work	Male	169	29,41	1,321	,102
	Female	170	29,57	1,438	,081
Discipline	Male	169	46,07	1,652	,127
	Female	170	46,04	1,536	,086
Honesty	Male	169	25,91	1,418	,109
	Female	170	25,58	1,771	,099
Students' characters	Male	169	119,53	2,559	,197
	Female	170	119,34	2,848	,160

**Table 3. The effectiveness of character education based on sex differences**

Table 3 illustrates the overall percentage of the effectiveness of student character education in senior high schools based on sex characteristic. Out of 339 respondents, 169 are males while 170 are females. The average of male in the category of devotion is 18.14% and female is also 18.14%. For the category of hard work, the average of male is 29.41% while the female is 29.57%. In the category of discipline the average male is 46.07% while the female is 46.04%. In the honesty category the average of male students is 25.91% while the female is 25.58%. And for the overall character category, the average of male is 119.53% while the female is 119.34%.

Based on the results of this study, it is known that male and female students can realize the 4 values of character education within the students and this can be seen from the actions or responses given by students. The implementation of character education implemented in secondary schools has given no effect on sex differences.

### Conclusion

Character education is the shaping of student attitudes and behaviors that must be implemented in every school. This study will look at how effective the implementation of character education in high school Ujungbatu viewed from the value of devotion, hard work, discipline and honesty based on the students' sex differences.

Finding of this study showed that the character education values of devotion, hard work, discipline and honesty can be applied for both male and female students. As the final point, the implementation of character education has given no effect on the sex of the students.

### Acknowledgment

The writer would like to thank to the Rokan Hulu Second Level Regional Government for providing PhD program scholarships to the Faculty of Education and Social Sciences –University of Selangor Malaysia. Special thanks also go to all those person, teachers in SMA 1 Ujungbatu, SMA 2 Ujungbatu, SMA Muhammadiyah who spent countless hours to facilitate the writer in conducting research and collecting data. The writer also would like to thank to the principal and all colleagues of SMA 1 Ujungbatu who has granted the writer permission to study at the Selangor University, Malaysia.

### References

David and Freddy. (2004). *Quantum Teaching*. Bandung: PT MizanPustaka.

The Ministry of National Education of Republic of Indonesia. (2011). *The Implementation of Character Education Guidelines*. Research and Development Agency. Centers of Curriculum and Accounting.

- Khan, Y. (2010). *Pendidikan Karakter Berbasis Potensi Diri*. Yogyakarta: Pelangi Publishing.
- Nucci, Larry P. Dan Darcia Narvaez, (2008). *Handbook of Moral and Character Education*, New York: Routledge.
- Mulyasana, D. (2011). *Pendidikan Bermutu dan Berdayasaing*. Bandung: Remaja Rosdakarya.
- Muslich, M. (2011). *Pendidikan Karakter. Menjawab Tantangan Krisis Multidimensional*. Jakarta: Bumi Aksara.
- Ramli, Bakar. (2018). *Theinfluence of professional teachers on Padang vocational school students' achievement. Kasetsart Journal of Social Sciences*, 39(1), 67–72. doi:10.1016/j.kjss.2017.12.017
- Samani, M dan Hariyanto, (2011). *Konsep dan Model Pendidikan Karakter*, Bandung: RemajaRosdakarya.
- Sutrisna. (2011). *Peran Guru terhadap Pendidikan Karakter di Sekolah*. Serambi-sekolah.blogspot.com/2011/04/peran-guru-terhadap-pendidikan-karakter.html (22 November 2012).
- Suyadi. (2013). *Strategi Pembelajaran Pendidikan Karakter*. Bandung: Remaja Rosdakarya Offset.
- Wibowo, A. (2013). *Manajemen Pendidikan Karakter di Sekolah*. Yogyakarta: Pustaka Pelajar.
- Zubaedi. (2012). *Desain Pendidikan Karakter*. Jakarta: Kencana Prenada Media Group.
- Zulnuraini. (2012). *Character Education: Concept, Implementation and Development in Primary Schools in the City of Palu*. DIKDAS, No.1, Vol.1, September 2012.

