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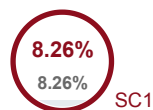
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The Influence of Student Character Education on Disciplinary & Independent Attitudes at Muhammadiyah University of Sidoarjo

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Article History: Received : Revised : Accepted : Keyword : Character education, discipline, independence, students. Keywords: Character education, discipline, independence, students. Abstract: This study aims to analyze the influence of character education on the attitude of discipline and independence of students at the University of Muhammadiyah Sidoarjo (UMSIDA). The study used a quantitative correlative approach with a random sampling technique, involving 300 new students as a sample from a total population of 2,145 students. Data collection was carried out through a questionnaire with a Likert scale, and the data were analyzed using simple linear regression techniques and correlation analysis. The results showed a strong positive correlation between character education and discipline ($r = 0.627$) and independence ($r = 0.617$). Regression analysis revealed that an increase in character education contributed to an increase in discipline by 63% and independence by 64.7%. These results prove the influence of the Student Character Education (PKMU) program managed by the Directorate of Al-Islam and Muhammadiyah UMSIDA in shaping student character, especially in the aspects of discipline and independence. Abstract: This research aims to analyze the influence of character education on students' disciplined and independent attitudes at Muhammadiyah University of Sidoarjo (UMSIDA). The research used a correlative quantitative approach using random sampling techniques, involving 300 new students as a sample of a total population of 2,145 students. Data collection was carried out through questionnaires on a likert scale, and the data were analyzed using simple linear regression techniques and correlation analysis. Results showed a strong positive correlation between character education with disciplinary attitudes ($r=0.627$) and independent attitudes ($r=0.617$). Regression analysis revealed that improvements in character education contributed to a 63% increase in disciplinary attitudes and 64.7% in self-reliance. These results prove the influence of the Student Character Education (PKMU) program managed by the UMSIDA Al-Islam and Muhammadiyah Directorate in shaping student character, especially in the aspects of discipline and independence.

Introduction

1. The increasingly rapid development of this era has had a significant impact on various aspects of life, and has begun to change several orders of life both in terms of economics, politics, education and culture [1]. The existence of a global flow of information that is widespread in the modern era has caused the mindsets, attitudes and behavior of the younger generation to be greatly influenced by the culture of other countries. Thus, this young generation is less able to make an optimal contribution to building national character because they lack an independent attitude, creativity and productivity [2]. Therefore, education is very necessary in guarding and educating the younger generation in the nation and state. Because education is one of the main factors in facing changing times and the challenges that accompany them. Where education has an important role in developing human resources and also has a big influence on the success or failure of a nation [3]. In order to develop quality human resources (HR), there is a need for systematic education and character development. Through this character education, the hope is to foster public awareness in obeying applicable regulations and behaving according to the norms adopted, this is the main factor in realizing the character of citizens who value democratic values and live in harmony in diversity [4]. Character education is the process of instilling noble values in all members of educational institutions or institutions which includes several aspects, such as: deep understanding, complete awareness, strong determination, and real efforts to realize these noble values in action. Character education aims to instill noble values and noble morals in the younger generation, so that they become human beings [5]. The urgency of implementing character education in educational institutions is increasingly felt, given the increasingly worrying spread of non-educative behavior that can damage the morals and character of the younger generation. The inculcation of lofty values in today's youth through character education is essential. This is because it is to support the formation of a young generation who will succeed the nation who are moral and responsible. Apart from that, character also has an important role in supporting future achievements [6].

2. Muhammadiyah University of Sidoarjo (UMSIDA), has a special program for new and transfer students under the management of the Muhammadiyah Al-Islam Directorate. And, this program is the Student Character Education program at Muhammadiyah University of Sidoarjo (PKMU). PKMU was

designed and formed because UMSIDA has a goal, namely building a strong Islamic character in UMSIDA students by focusing on strengthening Islamic Aqidah, the ability to read the Koran, and deepening in the practice of mahdoh worship, as well as students' Islamic behavior in the campus environment. Character education for students is considered very important, because it is to build a generation that is strong, has noble character, is tolerant, has a high fighting spirit, and is oriented towards the field of knowledge and technology, with principles of the values of faith and devotion to Allah SWT [7].

3. The moral crisis that is occurring in society and the world of education is currently increasingly worrying, so character education is a very important program to implement. Clear evidence of this moral crisis can be seen in the many acts of criminality, injustice, corruption and human rights violations. Students who were once familiar with good and positive relationships are now more interested in relationships that are not good and have negative connotations. The busyness of time, which was originally used to exchange ideas and carry out tasks together, has now been replaced by immoral activities that have a negative impact on educational institutions [8]. **As agents of change, students have an important role in realizing better social transformation.** They are expected to be able to spearhead and facilitate transformation in various aspects of social life [9]. Because, students are part of society itself, where students are obliged to instill noble values, foster a sense of responsibility, and increase social awareness in order to bring about positive change [10]. It's not just learning in lectures, libraries, or internet access related to their field of study. However, the role of students is broader than that. Students are an asset to the nation, because they have a variety of highly competent knowledge and skills [11]. Students should be role models with high intellectual intelligence, demonstrated through the ability to think critically, communicate and solve problems. Thus, this can play an important role in maintaining the values that exist in society [12].

4. In today's modern era, students' levels of discipline and independence tend to be lower. Moreover, if there is a lack of special attention regarding character education and self-development activities from the campus, this will certainly worsen the situation, and have the potential to hinder the formation of students' overall disciplinary and independent character. This is motivated by findings in the field which show that there are still many students who are late in collecting assignments from lecturers, copying answers from friends, and less than optimal assignment results. This indicates that students' disciplinary and independent character scores are still low [13]. Discipline and independence are important values that need to be instilled in the younger generation, especially students. This value is the basis for the emergence of other good character values. In the current era, strengthening disciplinary and independent attitudes is increasingly important because of the many deviant behaviors that conflict with the norms of discipline and independence. This can be found in school and campus environments, for example arriving late for lectures, throwing rubbish carelessly, not being responsible for your actions, and collecting assignments on time. This kind of behavior shows that students' character scores are still low [14].

5. Disciplinary and independent character has an important role in Indonesian education, because it is part of educational quality indicators. Disciplinary character is necessary so that humans can develop other positive traits [15]. Discipline is a collection of student attitudes and actions that reflect regularity and consistency in learning independently and without pressure [16]. According to Pratiwi [17], discipline is an effort to form an orderly personality in all things, both in terms of time, activities, and so on. In line with Hafizah's statement [18], discipline is an active process of training oneself to behave in accordance with teachings and norms, as well as comply with applicable rules and regulations. Meanwhile, independence is the ability to complete tasks with a full sense of responsibility and act without dependence on other people [19]. Independence means having complete control over personal life in time, thoughts and actions in solving a problem [20]. It is important for educational institutions or institutions to increase discipline and independence among the younger generation, especially students, because that is the place where the nation's next generation is formed. An effective way to help young people achieve success in the future is to develop their disciplinary and independent attitude [21].

6. Previous research explains the focus of research focused on the influence of character education on the discipline of students or students. The research results are also not much different, first based on research from [22], explaining that there is an influence exerted by independent variables (character education) on dependent variables (student behavior) with a positive influence. Second, based on research from [23], it shows that character education has a significant positive influence on students' discipline. A correlation coefficient (R) of 0.730 indicates a strong and positive correlation between the two variables. This is reinforced by an R² value of 0.532 or 53.2%, which indicates **that 53.2% of the variation in learners' level of discipline can be explained by the application of character education.** Third, based on research from [24], it shows that Islamic character education **has a positive and significant influence** on student discipline. With an F count score that is greater than the F table ($5.58 \geq 4.02$), **it can be concluded that, Ho was rejected and** there was no negative influence, but rather **a positive and significant influence** between Islamic character education and student discipline.

7. **From the results of these studies, it can be concluded that there is a significant influence resulting from character education** on the discipline of students or students and **a positive influence between character education** on student behavior. Looking at these results, it can be seen that previous studies only focused on the attitudes and disciplinary character of students. And, there is still little research that discusses the influence of student character education on disciplinary and independent attitudes at universities. In fact, character education towards a disciplined and independent attitude is very important for students as agents of change and social control to maintain and preserve the values that exist in society. Therefore, this research aims to determine the influence of student character education on disciplinary and independent attitudes at Muhammadiyah University of Sidoarjo (UMSIDA).

8.

9. This research was carried out through a correlative quantitative approach. According to Sukardi, correlation research is a research approach designed to identify and measure the level of relationship or closeness of relationships between one variable and another variable [25]. Arikunto, also stated that correlation research is research that is intended **to determine whether there is a relationship between two or more** variables [26]. This is in line with what Emzir stated, that correlational research uses statistical measurements to determine **the strength of the relationship between two or more** [27].

10.

11. The research was conducted at Muhammadiyah University of Sidoarjo (UMSIDA) aimed at all new students, with a population of 2,145 people, and will be taken in around 14% of the total number. So, the number of samples used as research subjects was 300 new students. The author took a sample using a random sampling technique aimed at all study programs and faculties in Upsida, because according to Riduwan [28] to obtain a more accurate representation, sampling from the population was carried out randomly and proportionally. This is done when the population has diverse and inhomogeneous (similar) characteristics. Sugiyono also stated that random sampling is a sampling technique where all individuals in the population, either alone or together, are given the same opportunity to be selected as sample members [29]. The initial stage of research, what researchers do is to collect data through questionnaires distributed to respondents. In the hope that respondents will be able to fill in the written questions and statements contained in the questionnaire. The questionnaire uses a likert scale, in which the study variables are broken down into measurable indicators. **The relationship between the independent variable (X) and the dependent variable (Y) was analyzed using a simple linear regression technique.** This analysis helps researchers to explain how much independent variables influence changes in dependent variables.

12. $Y = a + Bx$

13. Where:

14. Y = Bound variable X = Free variable

15. a = constant B = regression coefficient (value of increase or decrease)

16. With the values a (constant) and B (regression coefficient) as follows:

17. QUOTE QUOTE QUOTE

18. QUOTE

19. P = percentage sought F = frequency N = number of cases

20. Relationships between data can be determined using correlation analysis, a statistical method that measures **the strength and direction of linear relationships between two or more variables**. The range of population correlation test values (P) is at the interval $-1 \leq p \leq 1$. If the correlation value is positive, it indicates a unidirectional relationship between two variables, where the increase in one variable is followed by the increase in the other variable. On the other hand, if the correlation value is negative then it shows a relationship in the opposite direction, where the increase in one variable is followed by the decrease in another variable [30]. And for data analysis, researchers are assisted by using the SPSS (Statistical Product An Service Solution) application.

21.

Discussion and Discussion

1. This research was conducted at Muhammadiyah University of Sidoarjo (UMSIDA) which was aimed at all new students, with a population of 2,145 people. And it will take about 14% of the total amount. So, the number of samples used as research subjects was 300 new students. Data collection in this research was carried out by distributing research questionnaires to all new students using Google Form. The data that has been obtained from the questionnaire is distributed, then processed and analyzed using correlation analysis and simple linear regression technique analysis **using the help of the SPSS** (Statistical Product An Service Solution) application. **The following are the results of data** that researchers have processed through **the help of the SPSS** application:

2. Validity Test

3. Table 1. Validity Test

Variable Statement Rhitung Rtable Description

X1.591 0.113 Valid

X2.475 0.113 Valid

X3.573 0.113 Valid

X4.630 0.113 Valid

Character education X5.608 0.113 Valid

X6.614 0.113 Valid

X7.632 0.113 Valid

X8.651 0.113 Valid

X9.654 0.113 Valid

X10.684 0.113 Valid

Y1.1.671 0.113 Valid

Y1.2.654 0.113 Valid

Y1.3.558 0.113 Valid

Y1.4.526 0.113 Valid

Disciplinary Attitude Y1.5.611 0.113 Valid

Y1.6.644 0.113 Valid

Y1.7.607 0.113 Valid

Y1.8 .635 0.113 Valid

Y1.9.637 0.113 Valid

Y1.10.620 0.113 Valid

Y2.1 .611 0.113 Valid

Y2.2.680 0.113 Valid

Y2.3.404 0.113 Valid

Y2.4.654 0.113 Valid

Independent Attitude Y2.5.429 0.113 Valid

Y2.6.599 0.113 Valid

Y2.7.610 0.113 Valid

Y2.8.480 0.113 Valid

Y2.9.624 0.113 Valid

Y2.10.540 0.113 Valid

4. The table above presents the results of the validity test for 30 statements related to three variables, namely character education, disciplinary attitude and independent attitude. This validity test uses the Pearson correlation method to measure the extent to which each statement is significantly correlated with the measured variable. **From the validity test results above, it can be seen** that all **variable X and variable Y** have a Rhitung value $>$ Rtable (0.113). This showed that all the statements contained in the questionnaire were valid and significantly correlated with the measured variables.

5. Reliability Test

6. Table 2. Reliability Test

Variable Cronbach's Alpha Critical Description

Character Education (X) 0.812 0.60 Reliable

Disciplinary Attitude (Y1) 0.815 0.60 Reliable

Independent Attitude (Y2) 0.764 0.60 Reliable

7. The table above presents the results of the reliability test for three variables, namely Character Education (X), Disciplinary Attitude (Y1), and Independent Attitude (Y2). This **reliability test uses Cronbach's Alpha method to measure the** consistency of each variable. The Cronbach's Alpha value shows the level of reliability or consistency of a variable, the higher the Cronbach's Alpha value (close to 1), the more reliable the variable is. This variable **can be said to be reliable if the Cronbach's Alpha value is \geq 0.60**. Based on the results of the reliability test above, Cronbach's Alpha values were seen in the variables character education (0.812), disciplinary attitude (0.815), and independent attitude (0.764). This result **can be concluded that, the three variables in the questionnaire were reliable and** consistent.

8. Correlation Test

9. Table 3. Correlation Test

10. Correlations

Character Education Independent Attitude Discipline

Pearson Correlation Character Education 1 ,627** ,617**

Sig. (2-tailed) ,000,000

N 300 300 300

Pearson Correlation Disciplinary Attitude ,627** **1 ,709** Sig. (2-tailed) ,000,000**

N 300 300 300

Pearson Correlation Independent Attitude ,617** **,709** 1 Sig. (2-tailed) ,000,000**

N 300 300 300

11. **** Correlation is significant at the 0.01 level (2-tailed).**

12.

13. **From the table above, it can be seen that the** correlation coefficient (pearson correlation) value from this correlation test shows a value of 0.627 for disciplined attitudes and a value of 0.617 for independent attitudes **with a significance level of** 0.000. **Based on the basis of making** a decision of 0.000 < 0.05, **it can be concluded that there is** a correlation or relationship between character education and students' disciplined attitudes and independent attitudes. The results of the correlation test show r values of 0.627 and 0.617 so that they can be categorized with a strong relationship level, because they are in the range value between 0.61 to 0.80.

14. Simple Regression Test

15.

16. Table 4. Simple Regression Test of Disciplinary Attitudes

17. Coefficients(a)

Model Unstandardized Coefficients Standardized Coefficients t Sig.

B Std. Beta B Std error. Error

1 (Constant) 12,529 1,563 8,015 ,000

Character Education,630,045,627 13,882,000

18. a Dependent Variable: Disciplinary Attitude

19.

20. From the table **above, it can be seen in column B that the value of** Constant (a) is 12,529. Meanwhile, the educational value of character (b) is 0.630, so the equation/regression model can be written:

21. $Y = a + Bx$

22. $Y = 12,529 + 0.630x$

23. From these results, it is explained that the constant value is positive with a value of 12.529 which shows the positive influence of the independent variable (Character Education). If the independent variable increases or has an effect in one unit, the discipline attitude variable will increase or be fulfilled.

24. Meanwhile, from the results above, the regression coefficient value **X is 0.630 which states that if character education (X) increases by one unit, then disciplinary attitudes (Y1) will increase by** 0.630 or 63.0%.

25.

26. Table 5. Simple Regression Test of Self-Attitude

27. Coefficients(a) Model Unstandardized Coefficients Standardized Coefficients t Sig. B Std. Beta B Std error. Error

1 (Constant) 10,163 1,645 6,178 ,000

Character Education,647,048,617 13,537 ,000

28. a Dependent Variable: Independent Attitude

29.

30. From the **table above, it can be seen** in column B that the value of Constant (a) is 10.163. Meanwhile, the educational value of character (b) is 0.647, so the equation/regression model can be written:

31. $Y = a + Bx$

32. $Y = 10.163 + 0.647x$

33. From these results, it is explained that the constant value is positive with a value of 10.163 which shows the positive influence of the independent variable (Character Education). **If the independent variable increases or has an effect in one unit, the independent attitude variable will increase or be fulfilled.**

34. Meanwhile, from the results above, the regression coefficient value **X is 0.647 which states that if character education (X) increases by one unit, then independent attitudes (Y2) will increase by** 0.647 or 64.7%.

35.

36. Conclusion

37. This research examines the influence of character education on the formation of disciplined and independent attitudes among students at Muhammadiyah University of Sidoarjo (UMSIDA). The research focus is directed at new students who take part in the Student Character Education (PKMU) program, an activity managed by the UMSIDA Al-Islam and Muhammadiyah Directorate. The results of statistical analysis show a significant

relationship between character education and students' disciplined and independent attitudes. A strong positive correlation can be seen from the correlation coefficient values of 0.627 for disciplined attitudes and 0.617 for independent attitudes. Furthermore, the regression analysis revealed that any improvement in character education contributed to a 63% increase in disciplinary attitudes and 64.7% in self-reliance. These results prove the influence of the PKMU program in shaping student character.

38. As agents of change in society, students are required to have strong character, especially in terms of discipline and independence. This study enriches previous research, the majority of which only focused on the influence of character education on disciplinary attitudes at the primary and secondary school levels. This research provides an empirical statement of the importance of character education at the tertiary level. The PKMU program has proven to be an effective instrument in shaping students' disciplinary attitudes and independence, which are essential qualities for potential leaders and agents of change in society.

39. Reference

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