

Student Perceptions Towards Personality Development Lessons in Growing Character

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Abstract

Personality development is one of the compulsory lessons taught at the Universitas Teknokrat Indonesia. Because basically personality development teaches its students about character education. Character is understood as the level of strength through which individuals are able to master the condition. This character is referred to as a desired process. This study aims to determine the perceptions and attitudes of students towards the implementation of character education in the Personality Development lesson. This type of research is descriptive research with a quantitative approach. The data from this research was collected by a survey through a questionnaire around 35 participants from character education about character education found in the Personality Development lesson. The results of the study show that: (1) Understanding of the students of the Universitas Teknokrat Indonesia regarding the purpose of character education in the Personality Development lesson. Strong and intelligent character is described as a balance between IQ, SQ, and EQable to be applied in thoughts, attitudes, and praxis behavior in everyday life, which leads to positive changes for himself and others. (2) Benefits that Universitas Teknokrat Indonesia Students get from the character education. (3) Many of the Universitas Teknokrat Indonesia students agree that this personality development will create quality characters in their students.

Key words: Perception, Attitude, Character Education.

INTRODUCTION

The characters are character, character, character, or personality of a person formed from results internalizing the various virtues that are believed and used as foundation for perspective, thinking, acting, and acting (*MEMBIMBING Dan MENGUJI KP 2020.Pdf*, n.d.), (Kutipan et al., n.d.), (Artikel, 2020). Terminology characters contain at least two things, values (values) and personality (Sulistiani & Aldino, 2020), (Sidiq et al., 2015), (Fithratullah, 2019). As a reflection of a complete personality, character bases itself on the values adopted by the community (Firmansyah et al., 2017), (Suprayogi et al., 2021), (Samanik, 2021). The values underlying the thinking and behavior of these individuals are embedded in the process of internalizing values that are in accordance with the culture adopted by the community (Pustika, 2010), (Safitri et al., 2019), (Ramdan & Utami, 2020). This internalization process then shapes the character of an individual (Gustanti & Ayu, 2021), (R Arrahman, 2022), (Pajar et al., 2017). Character education can be interpreted as value education, character education, moral education, character education, which aims develop the ability of students to make good decisions, maintain what is good, and realize that goodness in everyday life with all my heart (Nurmalasari & Samanik, 2018), (Gita & Setyaningrum, 2018), (Sidiq & Manaf, 2020). The formation and development of character as an educational effort is expected to have a positive impact on individuals both personally and for their environment (Lestari & Wahyudin, 2020), (E. Putri & Sari, 2020), (Apriyanti & Ayu, 2020). Character education is an attempt to educate children to be able to make wise decisions and practice them in daily life, so that they can make a positive

contribution to their environment (Yudha & Utami, 2022), (Prayoga & Utami, 2021), (Wahyuni et al., 2021).

This study uses previous studies that have been conducted on students at UNY with the title of perceptions and attitudes of students towards the implementation of character education in Social Studies Education Study Program, FIS, UNY. The researcher used the object of the 2008 and 2009 class of Social Sciences Education students with 142 students, and a sample of 50% was taken, namely 71 students with a proportional random sampling technique (Asia & Samanik, 2018), (Nindyarini Wirawan, 2018), (Keanu, 2018). The results of the study show that the perceptions of students of Social Sciences Education Study Program on the implementation of character education are included in the good category. This is indicated by 65% of respondents having good perceptions (Wulandari, 2018), (Setri & Setiawan, 2020), (Mertania & Amelia, 2020). The attitude of students of Social Sciences Education Study Program towards the implementation of character education is included in the fairly good category. This is indicated by 67.60% of respondents having a fairly good attitude. With these results it can be said that students at UNY agree that character education is important for building a person's character (Siregar & Utami, 2021), (Wahyudi & Utami, 2021), (Agustina & Utami, 2021).

LITERATURE REVIEW

Character education is expected to reduce the moral crisis happened to our country today. Many things we currently know that there was a crisis that was truly real and very worrying inside society (H Kara, 2014), (Firmansyah et al., 2018), (Pratama, 2018). Various cases that are not in accordance with the norms, ethics, morality which shows how low the character of society and more alarming is carried out by educated or educated people (Website & Cikarang, 2020), (Firmansyah M et al., 2017), (N. U. Putri et al., 2020). Students who know about character values sometimes still breaking the rules or behaving not in accordance with values especially students who do not understand the character's values.

Education that does not emphasize character education will raise various problems for students (Webqual, 2022), (Hartanto et al., 2022), (Gerai et al., 2021). This can be seen in various problems that arise as a result of declining values character in students. The cases include bullying, free sex, violence between children and adolescents, cheating, defying people old or teacher, it is this pornography and brawl that is widely reported on social media, television, radio (Fithratullah, 2021), (Dakwah et al., 2021), (Robot, 2007). The emergence of awareness of various rules about character education today is a reaffirmation of that generations successors in the State of Indonesia have begun to forget culture and authority (Samanik & Lianasari, 2018), (Arwani & Firmansyah, 2013), (Firma Sahrul B, 2017). The real country of Indonesia. How important is the development and strengthening of the nation's character because without good character what is aspired to in the goals of the state will not succeed.

The objective of this study is to find out the perceptions of the students of the Universitas Teknokrat Indonesia on character education found in the Personality Development lesson. Just as we know, character education is very important to shape a person's character. With the existence of this research, the students of the Universitas Teknokrat Indonesia can improve their character to be a quality character so that it is useful for the nation and the nation.

METHOD

In this study using quantitative patterns that use research guidelines from sample results and population. This research is quantitative research because this research seeks the truth apply broadly and broadly according to the topic. Quantitative research is a patterned and value-free, objective, deductive research with the purpose of looking for an explanation. This study also took samples, namely part of the population expected to represent the population. Where the population itself is a complete group of elements, usually in the form of person or object (E. Putri, 2022), (Ristiandika Arrahman, 2021). In according with the objectives of the quantitative method namely to seek universal law. In this study, the problem research aims to find answers that are general and broad. The approach in this study uses a survey method that survey research is research conducted on large and small populations, but data studied is sample data taken from the population.

This paper firstly discusses the methodology and samples used in the study. Subsequently, the article discusses and analyses the findings of the survey conducted on the subject. The discussion is divided into three sections. The first section discusses about purpose of character education. The second section focuses on the benefits of students can get with this character education and the final section discusses Perception students about character education. “Does students know the purpose of character education?”, “What are the benefits of students with this character education?”, “Do students agree that character education will create a new quality character? “.

In this study, the researcher sought to establish the opinion from students about their perception toward learning Personality Development. The data sets used for this study were collected from college students in Universitas Teknokrat Indonesia from several major. This study use the questionnaire and distribute it to the participants in order to give their score of character education.

RESULTS AND DISCUSSION

The present study is intended with the research of the student Teknokrat perception toward feminism in Indonesia. After distributing questionnaire to participants of the research, the data was analyzed and then categorized into three findings:

Table 1. Respondent’s knowledge about the purpose of character education.

| Statements | Choices | People | Percentage |
|---|---------|--------|------------|
| Do you know the purpose of character education? | Yes | 32 | 91.43% |
| | No | 3 | 8.57% |
| Character education aims to socialize the importance of character education | Yes | 33 | 94.28% |
| | No | 2 | 5.72% |
| Develop basic potential to be good- | Yes | 21 | 60% |

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| hearted, good-minded, and well-behaved | No | 14 | 40% |
| Strengthen and build the behavior of a multicultural nation | Yes | 27 | 77.14% |
| | No | 8 | 22.86% |
| Increasing competitive national civilization in world relations. | Yes | 27 | 77.14% |
| | No | 8 | 22.86% |

From the table above, we can see that there are many students who apparently Many of the students know the purpose of character education. Where character education aims to socialize the importance of character education for students of the Universitas Teknokrat Indonesia. Develop basic potential to be good-hearted, good-minded, and well-behaved. Strengthening and building the behavior of a multicultural nation. As well as increasing the nation's competitive civilization in world relations. If in short character education is essentially aimed at forming a strong, competitive, noble, moral, tolerant, collaborative, patriotic, dynamic, science and technology-oriented society which is all imbued with faith and piety to the One God based on the Pancasila.

Table 2. Respondent's Perceptions about the benefit of character education.

| Statements | Choices | People | Percentage |
|---|----------|--------|------------|
| Character education can motivate me to improve myself | Agree | 21 | 60% |
| | Netral | 14 | 40% |
| | Disagree | 0 | 0 |
| Character education can make me more disciplined | Agree | 14 | 40% |
| | Netral | 20 | 57.14% |
| | Disagree | 1 | 2.86% |
| Character education can make | Agree | 20 | 57.14% |

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|---|----------|----|--------|
| me a creative and innovative person. | Netral | 14 | 40% |
| | Disagree | 1 | 2.86% |
| With character education I become more in love with the surrounding environment and social environment. | Agree | 13 | 37.14% |
| | Netral | 20 | 57.14% |
| | Disagree | 2 | 5.71% |
| With character education I became more independent and did not give up. | Agree | 20 | 37.14% |
| | Netral | 13 | 57.14% |
| | Disagree | 2 | 5.71% |

From the table above we can see that most students of Universitas Teknokrat Indonesia think if many benefits will be gained by taking this character education lesson. For example with character education can motivate me to improve myself. Character education can make me more disciplined. Character education can make me a creative and innovative person. With character education I become more in love with the surrounding environment and social environment. With character education I became more independent and did not give up. With the presence of character education, the tendency of individuals to have good character and of course be beneficial to each other will be formed. Therefore, some character education is very good for teenagers. So that most of their students agree with their character education that they will get good impact. But there are also those who choose neutral because they think character change is not necessarily because character education is taught but more about how the individual himself.

Table 3. Respondents perceptions toward what will be get for the future because character education.

| Statements | Choices | People | Percentage |
|--|----------|--------|------------|
| Do you agree that character education will create a new quality character? | Agree | 19 | 54.29% |
| | Netral | 11 | 31.43% |
| | Disagree | 5 | 14.29% |
| Character education can create the character of love for the nation and | Agree | 18 | 51.43% |
| | Netral | 14 | 40% |

| | | | |
|--|----------|----|--------|
| homeland in students | Disagree | 3 | 8.57% |
| Character education is very important to enlighten the future of the nation | Agree | 23 | 65.71% |
| | Netral | 10 | 28.57% |
| | Disagree | 3 | 8.75% |
| Character education is important meaning as a counterweight to cognitive skills. | Agree | 17 | 48.57% |
| | Netral | 15 | 42.86% |
| | Disagree | 3 | 8.75% |
| Character education emphasizes every action based on normative values. | Agree | 17 | 48.57% |
| | Netral | 15 | 42.86% |
| | Disagree | 3 | 8.75% |

From the table above we can see that most students of Universitas Teknokrat Indonesia agree about Students' perceptions of character education will create quality new characters later. Character education can create the character of love for the nation and homeland in students. Character education is very important to enlighten the future of the nation. Character education is important meaning as a counterweight to cognitive skills. Character education emphasizes every action based on normative values. Because in character education we will be taught how to behave how to behave and speak well. Character education is important for education in Indonesia. Character education will be the basic or basic in the formation of national quality character, which does not neglect social values such as tolerance, togetherness, mutual cooperation, mutual help and respect and so on. Character education will give birth to superior individuals who not only have cognitive abilities but have character who is able to realize success. Based on research at Harvard University in the United States, it turns out that a person's success is not solely determined by knowledge and technical abilities and technicality (hard skills), but more by the ability to manage themselves and others (soft skills).

CONCLUSION

Based on the results carried out by researchers it can be concluded that The perception of the students of the Universitas Teknokrat Indonesia on character education found in the Personality Development lesson was that they agreed with the existence of character education at the Universitas Teknokrat Indonesia. As we know that character education is very important especially for students. In order to determine their character and create quality and useful characters for the nation and the nation in the future. Based on the conclusions described above, the suggestions are I can give in this research is that students

can take advantage of the implementation character education in shaping potential and character to become a generation of character. As well as students better understand their position as a prospective educator, to improve themselves with learning and habituation to behave, act and behave in a strong and intelligent character, during the lecture process.

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