

# THE INFLUENCE OF CHARACTER EDUCATION AND STUDENTS' SOCIAL ATTITUDES ON LEARNING OUTCOMES OF INDONESIAN CLASS IV AND LEARNING MOTIVATION AS INTERVENING VARIABLES

**Tri Wulandari**

*Universitas Terbuka (INDONESIA)*

## **Abstract**

Indonesian is one of the main lessons in school, success in learning Indonesian can be seen from the learning outcomes. Not all student learning outcomes are above the standard set, many students are forced to take remedial exams. This study aims to determine the effect of character education and social attitudes on learning outcomes through learning motivation as an intervening variable. The study used a causality design with a mix-methods. A total of 160 students were determined by proportional random sampling technique from five public elementary schools in Kebayoran Lama. There are two methods of collecting data, namely through the distribution of questionnaires (character education, social attitudes, and learning motivation) and the method of documenting test scores as a result of learning Indonesian. The analysis was carried out using path analysis with the help of the SPSS version 26 program. The results showed that; (1) character education has a positive effect on learning outcomes both directly and through the mediation of learning motivation, and (2) social attitudes have a positive effect on learning outcomes. learning either directly or through the mediation of learning motivation, and (3) learning motivation has a positive effect on learning outcomes, (4) character education and social attitudes simultaneously affect student learning outcomes, (5) character education, social attitudes, and learning motivation simultaneously affect student learning outcomes.

Keywords: Character Education, Social Attitude, Motivation, Learning Outcomes

## **1 INTRODUCTION**

Education has a very important role to create an intelligent, peaceful, open, and democratic life, for this reason, educational renewal must always be carried out to improve the quality of national education (Wasiso, et al., 2020). Education is one of the benchmarks to see the quality of a nation where the better the quality of education in a country, the greater the opportunity for the country to continue to develop (Nirwana & Marliyah, 2020). Teachers are the most important factor in improving the quality of human resources, in this case, students as recipients of information and who act as one complementary element in the learning process at school. One of the successes of students in the learning process is shown by learning outcomes in a period, although not all students have satisfactory learning outcomes because often students find students who have to make improvements to improve their learning outcomes

Learning outcomes are an indication of success in the learning process. Student learning outcomes can be influenced by character education (Najib & Achadiyah, 2012; Wahyuliono, et al., 2013). Realizing the condition of the character of the Indonesian nation is increasingly being eroded, the government took the initiative to carry out a mental revolution by building a quality national character. This is in line with Article 3 of Law Number 20 of 2003 concerning the National Education System, national education functions to develop abilities and form a dignified national character and civilization to educate the nation's life, in essence, the character of citizens must be supported by moral values, so that social welfare will be created. Character is the trait, perception, and good-bad of a person in applying ethical values, morals, emotions, and various other psychiatric abilities that are reflected through his good behavior (Gulo, 1982, p. 29). Character education is education used to instill and develop character in students so that they have a noble character after having it so that they can apply it in daily life like at home, school, or in the community (Wibowo, 2013, p. 40). Character education in Indonesian learning is the introduction of values, facilitating the acquisition of awareness of the importance of values, and internalizing values into the behavior of daily learners through the learning process both inside and outside classes on subjects Indonesian.

Social attitudes can also affect learning outcomes (Nirwana dan Marliyah, 2020; Wasiso et al., 2020). Social attitudes describe a predisposition or tendency to behave in a certain way towards others, one common opinion, and one attitude directed towards social goals, as opposed to attitudes directed towards personal goals (Chaplin, 2006). Social behavior is the physical and psychic activity of a person towards others or vice versa to fulfill oneself or others in accordance with social demands. Social behavior is an atmosphere of interdependence that is a necessity to guarantee human existence (Ibrahim, 2001, p. 222).

Student learning outcomes are also strongly influenced by various internal factors such as intelligence, motivation, health, and learning methods (Djaali, 2014, p. 99)) Motivation can improve student learning outcomes (Tokan & Imakulata, 2019; Sartina & Indartono, 2019). Learning motivation influences students' learning behavior. Students who are highly motivated to learn to push themselves towards the goals to be achieved. Students who can determine their learning direction and goals will have the power to obtain better learning outcomes.

This study aims to analyze the influence between character education, social attitudes and learning motivation on student learning outcomes in Indonesian educational institutions, namely State Elementary Schools located in the Kebayoran Lama Utara area, Cluster 2, Kebayoran Lama

District, South Jakarta on grade IV students whose students are at the stage of growth and development.

## **2 METHODOLOGY**

The research uses a mixed methods approach, which is a combination of quantitative research and qualitative research to analyze the influence of character education (X1) and social attitudes (X2) on student learning outcomes (Y) both directly and through mediation of student learning motivation (Z / intervening).

### **2.1 Character Education**

Character education is a deliberate effort to help people understand, care about, and do based on ethical values. In this definition, character education refers to three components that must be processed, namely: (1) the mind, which is indicated by the word "understand", (2) taste, which is indicated by the word care about, and (3) the body, which is indicated by the word act upon core ethical values. Character education is defined as an education that develops character values in students so that they have values and character as their character, applying these values in their lives that include (1) hard work, (2) curiosity, (3) tolerance, (4) independence (5) courtesy, and (6) creative. The six dimensions of character education can be developed in 18 statements in the questionnaire.

### **2.2 Social Attitudes**

Social attitudes are individual consciousnesses that determine the real deeds of behaving in a certain way towards others and attaching importance to social goals rather than personal goals in people's lives. Social attitudes are related to students' attitudes toward the subject matter, students' attitudes towards teachers/teachers, student's attitudes towards the learning process, and attitudes related to values or norms related to learning material (Fadlillah, 2014). Included in the assessment of social attitudes in this study are (1) responsible behavior, (2) honesty, (3) care, (4) discipline, and (5) self-confidence (Nirwana & Marliyah, 2020). All five dimensions of social attitudes were developed in 15 statements in the questionnaire.

### **2.3 Learning Motivation**

Learning motivation is the overall driving force in students that generates enthusiasm for learning because of expectations, ideals, needs, affections, and energy in the form of encouragement both from within students and from outside students to participate in teaching and learning activities in order to obtain maximum results and achieve the desired goals. The learning motivation in this study was a score obtained from respondents' answers about the learning motivation of grade IV students at SDN region 2, Kebayoran Lama District, South Jakarta. In summary, the motivational indicators in this study are 1) praise, 2) reward, 3) passion, 4) intelligence, 5) talent, and 6) self-confidence. The six dimensions of learning motivation were developed in 18 statements in the questionnaire.

### **2.4 Learning Outcomes**

The learning outcomes in this study are the results achieved by students in achieving the goals that have been set after carrying out the learning process which can be seen in the form of scores, grades, and numbers that are influenced by factors from within and within the students to measure all aspects of learning, namely cognitive aspects, affective aspects, and psychomotor through the results of learning evaluation. The learning outcomes in this study are the average score of grade IV learning achievement at SDN Region 2, Kebayoran Lama District, South Jakarta, covering 3 aspects of student assessment, namely cognitive, affective, and psychomotor in Indonesian subjects. The scores of student learning outcomes are taken from the test scores of subjects Indonesian grade IV students of SDN Region 2, Kebayoran Lama District, South Jakarta, for the 2020/2021 school year. The score used is an assessment of the daily test conducted by the Indonesian Language Teacher class IV.

Researchers used five State Elementary Schools in Kebayoran Lama Utara as a population, and the determination of samples was carried out using a proportional random sampling technique so that as many as 160 students were killed. Data collection is carried out in three stages, namely the dissemination of questionnaires, interviews, and documentation of the value of student learning outcomes. Quantitative data analysis goes through several stages starting from testing research instruments, descriptive analysis, classical assumption testing, path analysis, and hypothesis testing with the help of the SPSS version 26 program. Then qualitatively analyze the data through three stages, namely data reduction, data presentation, and drawing conclusions.

### 3 FINDINGS AND DISCUSSION

#### 3.1 Finding

##### 3.1.1 Research Instrument Test

Data on learning outcome variables in Indonesian was obtained through documentation of daily test results while data on character education, social attitudes, and learning motivation were collected through research questionnaires developed from each indicator. The research questionnaire is first tested for validity and reliability to ensure that each item of the statement has met the provisions as a research instrument. The statement item is declared valid when the r value is calculated  $> r$  table (0.1552) while the reliability when Cronbach's Alpha value  $> 0.7$  is as follows.

*Tabel 1 Research Instrument Test*

Pengujian	Pendidikan Karakter			Sikap Sosial			Motivasi Belajar		
	No	R <sub>hitung</sub>	Ket.	No	R <sub>hitung</sub>	Ket.	No	R <sub>hitung</sub>	Ket.
Validitas Instrumen	1	0,748	Valid	1	0,741	Valid	1	0,602	Valid
	2	0,716	Valid	2	0,779	Valid	2	0,430	Valid
	3	0,394	Valid	3	0,724	Valid	3	0,625	Valid
	4	0,607	Valid	4	0,653	Valid	4	0,675	Valid
	5	0,576	Valid	5	0,750	Valid	5	0,720	Valid
	6	0,564	Valid	6	0,614	Valid	6	0,621	Valid
	7	0,567	Valid	7	0,752	Valid	7	0,704	Valid
	8	0,757	Valid	8	0,796	Valid	8	0,739	Valid
	9	0,711	Valid	9	0,698	Valid	9	0,665	Valid
	10	0,516	Valid	10	0,512	Valid	10	0,648	Valid
	11	0,451	Valid	11	0,878	Valid	11	0,590	Valid
	12	0,530	Valid	12	0,600	Valid	12	0,455	Valid
	13	0,687	Valid	13	0,656	Valid	13	0,601	Valid
	14	0,697	Valid	14	0,769	Valid	14	0,344	Valid
	15	0,670	Valid	15	0,836	Valid	15	0,733	Valid
	16	0,633	Valid				16	0,825	Valid
	17	0,542	Valid				17	0,581	Valid
	18	0,570	Valid				18	0,789	Valid
Reliability Instrumen	Cronbach Alpha			Cronbach Alpha			Cronbach Alpha		
	0,877			0,925			0,897		

##### 3.1.2 Test Classical Assumptions

The classical assumption test as a prerequisite analysis includes four tests such as normally distributed data, slashed from multicollinearity, having a linear relationship, and being free from the symptoms of heteroskedasticity through the following series of tests.

Tabel 2 Normality Test (Kolmogorov Smirnov)

		Unstandardized Residual Model 1	Unstandardized Residual Model 2
Model	N	160	160
Normal Parameters <sup>a,b</sup>	Mean	0,0000000	0,0000000
	Std, Deviation	5,97873352	8,50369058
Most Extreme Differences	Absolute	0,064	0,055
	Positive	0,052	0,043
	Negative	-0,064	-0,055
Test Statistic		0,064	0,055
Asymp, Sig, (2-tailed)		0,200 <sup>c,d</sup>	0,200 <sup>c,d</sup>

The research data has been normally distributed because it has an Asymp, Sig, (2-tailed) value of  $> 0.05$  as evidenced through the Kolmogorov Smirnov test. Then the Variance Inflation Factor (VIF) value  $< 10$  and tolerance  $> 0.1$  then the model has been freed from multicollinearity.

Tabel 3 Multicollinearity Test

Model	Collinearity Statistics		Keterangan
	Tolerance	VIEW	
1 (Constant)			
Pendidikan Karakter	0,459	2,178	Tidak Terjadi
Sikap Sosial	0,459	2,178	Multikolinieritas
2 (Constant)			
Pendidikan Karakter	0,380	2,629	Tidak Terjadi
Sikap Sosial	0,349	2,865	Multikolinieritas
Motivasi Belajar	0,338	2,957	

The character education variable has a linear patterned relationship with learning outcomes, then the social attitude variable has a linear patterned relationship with learning outcomes, and the learning motivation variable has a linear patterned relationship with learning outcomes, this can be seen from the deviation value from linearity  $> 0.05$  below.

Tabel 4 Linearity Test

			Sum of Squares	df	Mean Square	F	Sig,
Hasil Belajar * Pendidikan Karakter	Betwee n Groups	(Combined)	13942,007	37	376,811	4,944	0,000
		Linearity	10232,647	1	10232,647	134,265	0,000
	Deviation from Linearity		3709,360	36	103,038	1,352	0,115
	Within Groups		9297,893	122	76,212		
Total			23239,900	159			
		(Combined)	12390,092	27	458,892	5,583	0,000
		Linearity	9478,072	1	9478,072	115,311	0,000

			Sum of Squares	df	Mean Square	F	Sig.
Hasil Belajar * Sikap Sosial	Between Groups	Deviation from Linearity	2912,020	26	112,001	1,363	0,132
		Within Groups	10849,808	132	82,196		
		Total	23239,900	159			
Hasil Belajar * Motivasi Belajar	Between Groups	(Combined)	13544,020	37	366,055	4,606	0,000
		Deviation from Linearity	9504,042	1	9504,042	119,586	0,000
		Deviation from Linearity	4039,978	36	112,222	1,412	0,085
		Within Groups	9695,880	122	79,474		
		Total	23239,900	159			

Through the scatterplot chart obtained the distribution of data on both model 1 and model 2. The basis for making decisions is that if the data spread and does not form any pattern, it can be said that the model does not contain heteroskedasticity (Ghozali, 2016).

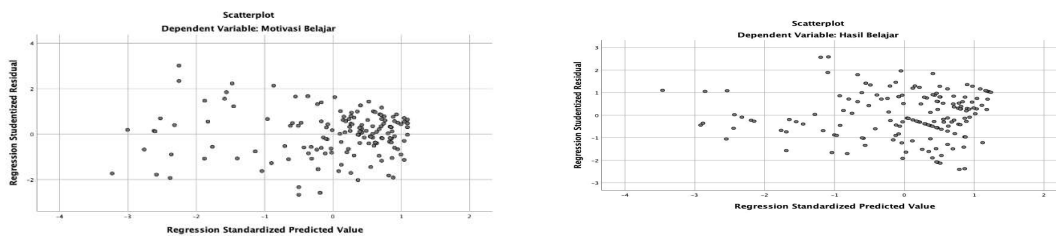


Figure 1 Heteroskedasticity Test Results with Scatter Plot

### 3.1.3 Hypothesis Testing

Hypothesis testing is carried out with statistical t-tests obtained through path analysis and the Sobel Test. Path analysis was conducted to see the magnitude of the influence of character education and social attitudes on learning motivation and its impact on student learning outcomes. Path analysis is an extension of regression analysis in two models and is continued with the Sobel Test as follows.

Tabel 5 Hypothesis Testing

Interaction	Koefisien	T Statistic	Keterangan
Character Education → Learning Motivation	0,394	5,703	Significance
Social Attitudes → Learning Motivation	0,548	7,039	Significance
Character Education → Learning Outcomes	0,402	3,708	Significance
Social Attitudes → Learning Outcomes	0,301	2,358	Significance
Learning Motivation → Learning Outcomes	0,252	2,213	Significance
Character Education > Learning Motivation > Learning Outcomes	0,099	2,034	Significance
Social Attitudes > Learning Motivation > Learning Outcomes	0,138	2,089	Significance

The basis for decision-making is when the value of  $t_{\text{counts}} > t_{\text{table}}$ . The table  $t$  value for the number of samples ( $n = 160$ ) and the number of free variables ( $k = 2$ ) are 1.97509. It can be seen that the calculated  $t_{\text{value}} > 1.97509$  is stated to have a significant influence. The value of the coefficient of the path when carried/substituted in the equation is as follows.

$$\text{Model 1: } Z = 0,394 X_1 + 0,548 X_2 + e_1$$

$$\text{Model 2: } Y = 0,402 X_1 + 0,301 X_2 + 0,252 Z + e_2$$

Information:

- a. The value of the coefficient  $P_{x_1z} = 0.394$  explains that increasing the character education variable by one point can increase learning motivation by 0.394 points.
- b. The value of the coefficient  $P_{x_2z} = 0.548$  explains that an increase in the social attitude variable by one point can increase learning motivation by 0.548 points.
- c. The value of the coefficient  $P_{x_1y} = 0.402$  explains that increasing the character education variable by one point can increase learning outcomes by 0.402 points.
- d. The value of the coefficient  $P_{x_2y} = 0.301$  explains that by increasing the social attitude variable by one point can increase learning outcomes by 0.301 points.
- e. The value of the coefficient  $P_{zy} = 0.252$  explains that an increase in the learning motivation variable by one point, it can increase learning outcomes by 0.252points.

## 3.2 Discussion

### 3.2.1 *The Effect of Character Education on Student Learning Outcomes*

The results of the path analysis showed a statistical  $t$ -value of 3.708 with a probability of significance of 0.000. It can be seen that the statistical  $t$  value  $> 1.97509$  and Sig.  $< 0.05$  then  $H_1$  is declared accepted, meaning that there is a positive influence between character education on student learning outcomes. This positive influence is supported by a path coefficient value of 0.402 which means that character education provided to students can significantly improve student learning outcomes, when character education instilled in students increases by one point will make student learning outcomes increase by 0.402 points. Vice versa, when character education instilled in students decreases by one point, it will make student learning outcomes decrease by 0.402 points. The results of this study are in line with the research of Wahyuliono et al. (2013), character education that covers aspects of independence and discipline that affects student learning outcomes. Then, (Najib & Achadiyah, 2012) mentioned that character education that covers



aspects of discipline, confidence, and independence instilled in students has a role in improving student learning achievement.

Character education is interpreted as education that develops character values in students so that they have values and character as their character, apply these values in their lives that include hard work, curiosity, tolerance, independent courtesy, and creativity (Kemendiknas, 2010). In its implementation, character education can be integrated with various learning subjects without having to change the learning material that has been applied. Character values that can be instilled in students can be hard work, curiosity, tolerance, independence, courtesy, and creativity. These character values can significantly increase learning motivation which ultimately makes learning outcomes better. The existence of teachers plays an important role in shaping character in students at SDN Kebayoran Lama, character values in students can be formed by:

- a. Train students to live a simple, not spoiled life, and provide space for students to try to solve problems both individually and in groups as an effort to instill the character of hard work.
- b. Giving students space to explore, introduce new things, and use interesting learning media to increase student curiosity.
- c. Give students the freedom to interact with anyone and introduce cultural, ethnic, and religious diversity so that students can interpret the meaning of differences so that the character of tolerance is embedded in students.
- d. Organizing classes to create an orderly atmosphere, and dividing students into groups to share knowledge and provide space for students to discuss and question and answer so that student independence is formed.
- e. Giving examples of students applying the 5S program (smiles, greetings, greetings, courtesy, courtesy) and accustom students to say the words "please", "sorry", and "thank you" in certain situations so that a polite character is embedded in students.
- f. Develop learning that can foster new thoughts or ideas, develop project-based learning, appreciate students' questions and fantasies, and facilitate diverse media, to develop student creativity.

### 3.2.2 *The Influence of Social Attitudes on Student Learning Outcomes*

The results of the path analysis showed a statistical t-value of 2.358 with a probability of significance of 0.020. It can be seen that the statistical t value  $> 1.97509$  and Sig.  $< 0.05$  then H2 is declared accepted, meaning that there is a positive influence between social attitudes on student learning outcomes. This positive influence is supported by a path coefficient value of 0.301 which means that student social attitudes can significantly improve student learning outcomes, when students' social attitudes increase by one point, it will make student learning outcomes increase by 0.301 points. Vice versa, when the social attitudes of students experience a decrease of one point, it will make student learning outcomes decrease by 0.301 points. The results of this study are in line with the research (Nirwana & Marliyah, 2020) students' social attitudes are needed, especially in the learning process including responsible behavior, honesty, care, discipline, and confidence can have a significant effect on student learning outcomes.

Students' social attitudes include responsible, honest, caring, disciplined, and confident behaviors. Through this social attitude, it can increase learning motivation which in turn can make learning outcomes better. Social attitudes in this study are responsible behavior, honesty, care, discipline, and self-confidence (Nirwana & Marliyah, 2020). In appointing social attitudes in students of SDN Kebayoran Lama, teachers can:

- a. Giving students independent assignments to complete both tasks in learning and other tasks such as picketing gnats students are accustomed to being responsible for their obligations
- b. Convincing students of their abilities, approaching like friends so that students voluntarily tell their perceived problems so that an honest attitude is embedded.
- c. Giving an example in the application of the K3 program (cleanliness, beauty, and order) then participating in the disaster awareness program and giving appreciation to the students who run it so that a caring attitude is embedded.
- d. Create routines such as flag ceremonies in an orderly and solemn manner to get used to and appreciate students for the disciplined attitude shown.
- e. Convincing students' abilities, accustoming students to appear in public, and training students to express their opinions and appreciation through giving rewards so that a confident attitude is formed.

### 3.2.3 *The Effect of Learning Motivation on Student Learning Outcomes*

The results of the path analysis showed a statistical t-value of 2.213 with a probability of significance of 0.028. It can be seen that the statistical t value  $> 1.97509$  and Sig.  $< 0.05$  then H3 is declared accepted, meaning that there is a positive influence between student learning motivation and student learning outcomes. This positive influence is supported by a path coefficient value of 0.252 which means that student learning motivation can significantly improve student learning outcomes, when student learning motivation increases by one point, it will make student learning outcomes increase by 0.252 points. Vice versa, when students' learning motivation decreases by one point, it will make student learning outcomes decrease by 0.252 points. This result is supported by research (Sartina & Indartono, 2019) which states that learning motivation has a significant effect on learning outcomes. Intrinsic and extrinsic motivation and learning behaviors together affect learning achievement (Tokan & Imakulata, 2019).

Learning motivation is the overall driving force in students that generates enthusiasm for learning because of expectations, ideals, needs, affections, and energy in the form of encouragement both from within students and from outside students to participate in teaching and learning activities in order to obtain maximum results and achieve the desired goals. Motivation can be intrinsic motivation and extrinsic motivation (Tokan & Imakulata, 2019), from both sources of motivation, can be implemented in praise, reward, passion, intelligence, talent, and self-confidence. When students have high learning motivation, it will allow students to understand the learning material better which ultimately makes learning outcomes better.

### 3.2.4 *The Effect of Character Education on Student Learning Outcomes Through Learning Motivation Mediation*

The results of the Sobel test showed a statistical t value of 2.034 where the value was more than t table = 1.97509 then H4 was declared accepted, meaning that there was a positive influence between character education on student learning outcomes through the mediation of learning motivation. This positive influence is supported by a path coefficient value of 0.099 which means that character education provided to students can motivate students to learn which ultimately increases student learning outcomes significantly. Thus, when character education is not implemented properly for students, it will reduce student learning motivation, and this will have an impact on reducing student Indonesian learning outcomes. This finding explains that student learning motivation has been able to become an intervening variable between character education and student Indonesian learning outcomes. The results of this study are in line with research that

states that there is a positive and significant influence between character education on student learning motivation (Fitriyaani, et al., 2021), then through increasing learning motivation can make students have good learning achievement (Putri, et al., 2020).

Character education is the basic capital that can equip students regarding the norms and values that apply in society which include personal aspects, environmental aspects, and social aspects. Character education teaches habits of thinking and behavior that help individuals to live and work together as a family, society, and nation. Character education is the foundation for students so that students can behave in a well-accepted manner in society. Character education in Indonesian subjects, it will make these students have a good social attitude (discipline, responsibility, independence, honesty, and creativity) that can motivate students' enthusiasm for learning so that they can obtain good learning outcomes.

### *3.2.5 The Influence of Social Attitudes on Student Learning Outcomes Through The Mediation of Learning Motivation*

The results of the Sobel test showed a statistical t value of 2.089 where the value was more than  $t_{table} = 1.97509$  then H5 was declared accepted, meaning that there was a positive influence between social attitudes on student learning outcomes through the mediation of learning motivation. This positive influence is supported by a path coefficient value of 0.138 which means that the social attitudes that have been possessed by the student can motivate him to learn which ultimately improves student learning outcomes significantly. Thus, when students do not have a good social attitude, it will reduce student learning motivation, and this will have an impact on reducing student Indonesian learning outcomes. These findings explain that student learning motivation has been able to become an intervening variable between social attitudes towards student Indonesian learning outcomes. The results of this study are in line with research that proves that attitudes have a positive effect on learning motivation in students, if the positive attitude of students is high, it will increase their learning motivation (Putri & Rivai, 2019).). Research by Sartina & Indartono (2019) states that students' learning attitudes and learning motivation have a significant effect on learning outcomes.

Social attitudes teach how students behave in interactions with other students and the surrounding environment. Furthermore, attitude assessment is related to students' attitudes towards the subject matter, students' attitudes towards teachers/teachers, student's attitudes towards the learning process, and attitudes related to values or norms related to learning materials. A person's social attitude is greatly influenced by how he gets along in society. A person's social attitude is also

determined by the views of a group of people and has already been carried out repeatedly. Social attitudes can certainly be formed according to personal experience and can even be trained (Simanjuntak, 2017). Social attitudes can foster learning motivation so that in the end it improves student learning outcomes.

### *3.2.6 The Influence of Character Education and Social Attitudes on Student Learning Outcomes*

The result of the F test obtained a calculated F value of 75.339 with a probability of significance of 0.000. It can be seen that the value of sig. < 0.05 then H6 is accepted, meaning that there is a significant influence between character education and social attitudes simultaneously on student learning outcomes. These two predictor variables when analyzed together can make student learning outcomes better, this is also supported by the R Square ( $R^2$ ) value of 0.490, meaning that the variance of character education variables and social attitudes has been able to contribute to explaining the variance of student learning outcomes variables by 49%, although there are still other variables outside the model. The results of this study are in line with research that states that character education and social attitudes can affect learning outcomes (Wahyuliono et al., 2013; Wasiso et al., 2020).

Character education and social attitudes are the basis for building students for the better. Character education that has been implemented in most schools in Indonesia should be balanced with good student social behavior. the process of implementing character education in shaping students' social attitudes and behaviors is carried out outside the classroom related to school rules that become habitual and in the classroom is adjusted to material related to character values which can later shape students' social attitudes and behaviors (Siswati, et al., 2018). With students who get the right character education supported by a good social attitude, it will manifest success in the learning process that can be contained in student learning outcomes.

### *3.2.7 The Influence of Character Education, Social Attitudes, and Learning Motivation on Student Learning Outcomes*

The results of the F test obtained a calculated F value of 53.106 with a probability of significance of 0.000. It can be seen that the value of sig. < 0.05 then H7 is accepted, meaning that there is a significant influence between character education, social attitudes, and simultaneous learning motivation on student learning outcomes. These three predictor variables when analyzed together can make student learning outcomes better, this is also supported by the R Square value (0.505), the variance of the character education variables, social attitudes, and learning motivation has been able to contribute to explaining the variance of the student learning outcomes variable by

50.5%, although there are still other variables outside the model. These results explain that this model still has very potential for development. The results of this study are in line with the results state that the problem of low social attitudes of students needs to be improved through education, where a teacher is not only required to be able to instill aspects of knowledge in the learning process but also instill social attitudes to have a good impact on learning outcomes (Nirwana & Marliyah, 2020). Then from various studies, evidence was obtained that educating character, social attitudes, and learning motivation can affect student learning outcomes (Putri et al., 2020; Sartina & Indartono, 2019).

Character education has a good role in shaping students' social attitudes and motivating them to study harder. Social attitudes are very important in human life because social attitudes are needed to interact with students within the surrounding environment (school), this is based on the role of humans who are not as individual beings but as social beings who are not biased towards living alone through needing the help of others. Students who have a good social attitude supported by character education and learning motivation can significantly improve student learning outcomes in Indonesian subjects.

#### **4 CONCLUSION**

The results showed that character education and social attitudes have a significant influence in improving student learning outcomes in Indonesian both directly and through the intervening variable of student learning motivation. The social attitude variable has a dominant influence on student learning motivation, while the character education variable has a dominant influence on improving student learning outcomes in Indonesian.

This study only used two predictors, namely character education and social attitudes without paying attention to other variables outside the model with the magnitude of the contribution given through the R Square values of 0.662 and 0.505. For this reason, researchers are expected to be able to develop this research by adding other predictors such as the social environment and learning models applied

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