



The influence of character education on the emotional intelligence of informatics and academic students Medicom computer

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ABSTRACT

This research was conducted to determine the Effect of Character Education on the Emotional Intelligence of Medicom Informatics and Computer Academy Students. This study uses two variables consisting of one dependent variable, namely Emotional Intelligence (Y), while the independent variable is Character Education (X1). The type of research used is explanatory research through associative research, namely research that aims to explain the influence of two or more variables. The sample in this study was 140 people. The data collection method was carried out through questionnaires and literature studies. Data analysis was carried out by testing data quality (validity and reliability), the classic assumption test, the t test (partial test), and the F test (simultaneous test). The results of this study showed that The Effect of Character Education on the Emotional Intelligence of Medicom Informatics and Computer Academy Students is positive, with a correlation coefficient (R) of 0.749 and a determination coefficient (Rsquare) of 0.561. This means that Character Formation (Y) is influenced by 56% of Character Education.

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1. INTRODUCTION

Based on SIDIKNAS Law No. 20 of 2003 it is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society (Hamdani et al., 2022). The current government's priority is to revolutionize the nation's character. The Ministry of Education and Culture has implemented strengthening the character of the nation's successor through the Strengthening Character Education (PPK) movement, which has been rolled out since 2016. In Presidential Decree 87 of 2017 concerning Character Education, it is stated that Strengthening Character Education, hereinafter abbreviated as PPK, is an Education Movement under the responsibility of the Education unit to strengthen the character of students through harmonization of heart, exercise, thought, and sport by

involving and cooperating between education units, families, and communities as part of the National Mental Revolution Movement (Salinan presiden republik indonesia peraturan president of the republic of indonesia, n.d.).

The Japanese are known to have good character, to be orderly when queuing, and to throw trash in its place. Even society considers it taboo to litter. These good habits are certainly attached to Japanese people through character education implemented by the Japanese government. The aim of national education is not only to produce intelligent human resources but also to be able to produce personalities with character, morality, creativity, vision, and responsibility, as well as good citizens.

One of AMIK Medicom's goals is to produce professionals in the fields of Informatics Management, Computer Engineering and Computerized Accounting who master information technology with the Best Brain, Best Beauty, and Best Behaviour culture, and one of AMIK MEDICOM's mottos or tag-lines is "Training Boys and Girls" Indonesia Becomes More Experienced, More Ethical and Fast at Working". AMIK MEDICOM always strives to provide education for the character building of its students because good character will encourage and facilitate students development of good habits. Habits grow and develop based on awareness, belief, sensitivity, and attitude or behavior.

As a member of the teaching staff, the author realizes the importance of character education for students. Good character is needed by students in the campus environment, socializing, and finally entering the world of work. The good character possessed by students in the world of work can later support the work undertaken and interpersonal relationships in the world of work. Good character allows students to have empathy and teamwork skills in the world of work because it is impossible for someone to work alone without the interference of others.

Character education greatly influences the personalities of students because, as the nation's next generation who are ready to enter the world of work, students are required to be able to compete healthily in society and be in line with the nation's ideological thinking. Character comes from moral values that have been embedded in the minds of students (Wahyuliono & Sutadji, 2013).

Indonesia is a large country with abundant natural resources. Basically, Indonesia has great potential to become an advanced, dignified nation, and all of this can be realized, of course, with the support of qualified, creative human resources who have a clear and directed vision for the progress of the Nation. To fulfill the goal of creating quality human resources, of course, character education is a factor that influences the creation of quality human resources (Setiawati Nanda Ayu, 2017).

Character education In the world of education, which has not been implemented properly, there are still many cases of violence that occur in society and even in the world of education, where the perpetrators are students. The Indonesian Child Protection Commission (KPAI) noted that during the 2016–2020 period, there were 655 children who had to face the law for being perpetrators of violence. In detail, 506 children committed physical violence and 149 committed psychological violence (KPAI, 2021). The Indonesian Child Protection Commission (KPAI) received public complaints regarding special child protection cases in 2021, totaling 2,982 cases. Of these, the most, or 1,138 cases of children, were reported as victims of physical and/or psychological violence (Dihni, 2022).

From the data above, the writer is interested in conducting research on the effect of reading character values on the character formation of Medicom Informatics and Computing Academy students.

Character is defined as a characteristic that demonstrates an ideal (good and important) ethical or personal value system for self-existence and relationships with others. Meanwhile, character education is value education, character education, moral education, and character education, which aims to develop the ability of students to make good and bad decisions, maintain what is good, and realize that goodness in everyday life with all

the heart of the Ministry of National Education (2010) (Garnika, 2020). 18 The Value of Character Education for Students, According to the Ministry of National Education.

The Ministry of National Education (Kemendiknas) has formulated 18 character education values that need to be instilled in Indonesian society, especially students. (Mardiah Baginda & Pdi, n.d.) : Religious, Be honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love of the Motherland, Appreciate Achievements, Friendly and Communicative, Love and Peace, Likes to Read, Care for the Environment, Social Care, Responsibilities.

Mayer and Salovey define that emotional intelligence is a social intelligence related to an individual's ability to monitor both his own emotions and the emotions of other people, and also his ability to distinguish his own emotions from the emotions of others, where this ability is used to direct his mindset and behavior. (Yantiek, 2014)

Furthermore, Robert and Cooper revealed that emotional intelligence is the ability to feel, understand and effectively apply the power and sensitivity of emotions as a human source of energy, emotion, connection and influence. Aspects of emotional intelligence in particular are as follows: recognizing one's own emotions, managing emotions, motivating oneself, recognizing other people's emotions, personal skills, namely the ability to manage oneself, social skills, namely the ability to handle a relationship, social skills. (Yantiek, 2014)

2. RESEARCH METHOD

Place

This research was conducted at the AMIK Medicom Campus at Jalan Darat no. 74 Medan.

Research Methods

This study intends to test the hypothesis in the hope of justifying or strengthening the conjecture that has been formulated which in turn can support the theory. On the basis of these assumptions, the type of research used includes explanatory research, namely research that aims to explain the influence of two or more variables Sugiyono (2017: 95). In this case it is to determine the effect of Character Education on the Emotional Intelligence of Informatics Academy Students and Medicom Computers.

Population and Sample

According to Manullang, Pakpahan in (Ginting, 2019) the population is a group of research elements, where the element is the smallest unit which is the source of the data needed. Based on this definition, the number of samples in this study was 140 students of the Informatics and Computer Academy.

Data Sources and Measurement Scales

As for the data sources in this study, they are grouped into: Primary data and Secondary Data. The measurement scale in this study is the Likert scale, according to Sugiyono in Manullang and Pakpahan in Ginting (2019), which is a Likert scale used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena.

Proving the hypothesis is done by using the t test and the F test as follows:
T test (t-test)

To test the significance of the correlation of the Character Education variable on Emotional Intelligence individually or partially, the t-test is used. To test the significance of the effect, it is necessary to test its significance with the Sugiono t-test formula (Ginting, 2019) as follows:

$$t = \frac{r\sqrt{(n-2)}}{\sqrt{(1-r^2)}} \quad (1)$$

where :

t count = value t

r = value of the correlation coefficient

n = number of samples

Testing R2 (Determination Coefficient)

Determination coefficient is data to find out how much the presentation of the direct influence of the free variables of education and compensation is closer to the relationship with the bound variable of employee performance or can be said that the use of such models can be justified by using formulas and calculations (Sugiyono, 2010:142):

$$D = (r_{xy})^2 \times 100\% \quad (2)$$

3. RESULTS AND DISCUSSIONS

The T-Statistics Test (Parsial)

A t-test on this study was performed to see if there was a significant influence of a free variable (X) on a bound variable. (Y). The T test is based on the following hypothesis:

- When t counts < t table, then H₀ is accepted and H_a is rejected, meaning there is no partial influence.
- When t counts > t table, then H_a is accepted and H₀ is rejected, meaning there is a partial influence.

The t-calculated value will be compared to the t-table by the following criteria:

H₀ is obtained if t-table ≤ t-calculate ≤ T-table at α = 5%. H₀ is rejected (H₁ is accepted) if t-computing < t-table OR t-calculating > t-table at α = 5%

T_{table} is obtained with free degree = n - k

n = sample number of 140 data

k = the number of variables used, k = 2

n - k = 140 - 2 = 138

The t test used is a one-way test with α = 5% so the 5% table (138) is 1,655. The result of calculating the regression coefficient using the SPSS program is as follows:

Based on the test table t in, to find out the magnitude of the influence of the independent variable on the dependent variable is as follows: The thitung value of the variable Education Character is 5,251 while the t table is 1,655 with a significant value of 0,00 < 0,05. This means thitung > ttable is 5,251 > 1,655. Based on the data, it can be concluded that the Character Education variable in the test t (partial test) has a positive value that is shown with a correlation with the Emotional Intelligence variable and has significant influence so that H₀ is rejected and H₁ is accepted meaning that Charact Education has a significant impact on emotional intelligence.

Results of Determination Coefficient Test (R²)

The determination coefficient (R²) is a number that shows the degree or ability of the distribution of independent variables in describing and describing dependent variables. (Kecerdasan Emosional). The larger the determination coefficient is zero and one (0 < R² < 1). Here is the determination coefficient (R²) value:

Table 1. Coefficient determination of character educational variables to emotional intelligence (R²)

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.749 ^a	.561	.322	1.345	1.250

a. Predictors: (Constant)P Character Education

b. Dependent Variable: Emotional Intelligence

The table above shows the coefficient of determination (R²) of 0.561 (R Square) or 56.1%, which means that the ability of the independent variable (Character Education) to explain the dependent variable (Emotional Intelligence) is 56.1% while the remaining 43.9% can be explained by other factors that are not in this study.

4. CONCLUSION

From the research results of the Effect of Character Education on the Emotional Intelligence of Medicom Informatics and Computer Academy Students, the following conclusions can be drawn: The Effect of Character Education on the Emotional Intelligence of Medicom Informatics and Computer Academy Students. From the conclusions, the results of the study show that the variable Effect of Character Education on the Emotional Intelligence of Medicom Informatics and Computer Academy Students partially has a positive effect. Thus it can be suggested as follows: In the learning process Medicom Informatics and Computer Academy Lecturers provide character education to Medicom Informatics and Computer Academy Students and Medicom Informatics and Computer Academy Campus balances character education more with academic education, because many people are academically intelligent but fail in life. Further research could be directed towards an in-depth exploration of how character education specifically affects aspects of emotional intelligence in the higher education context. Involve a larger quantitative approach with a more representative sample to generalize the findings. In addition, research could involve deeper qualitative analysis, such as interviews or case studies, to understand the mechanisms and experiences of individuals in developing emotional intelligence through character education. In an effort to support implementation, research could also explore the views of lecturers and academic staff, and involve student participation in designing a more integrated and effective character education program. Thus, future research can provide more detailed and contextual guidance for higher education institutions to optimize the development of character and emotional intelligence, so that students are not only able to face academic challenges but also develop their full potential in wider life.

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