

**THE EFFECT OF CHARACTER EDUCATION IMPLEMENTATION IN  
STUDENTS RESPONSIBILITY AND PROBLEM SOLVING COMPETENCY  
OF LIGHT USING PROBLEM SOLVING STRATEGY AT JUNIOR HIGH  
SCHOOL**

**Sartika Ramadhani Nst (408121090)**

**ABSTRACT**

The objectives of this research were: (1) knowing the effect of character education implementation in improving students responsibility using problem solving strategy, (2) knowing the effect of character education implementation in improving student's problem solving competency, and (3) knowing the interaction between students responsibility and problem solving competency.

The research method was quasi experimental. The population were two hundred and fifty (250) students grade VIII semester II SMP Swasta Muhammadiyah 1 Medan and 68 students became sample of this research. The sample divided into two classes, experimental and control class. Sample divided into two classes, experimental and control classes. The treatment given was the implementation of character education in class VIII-Unggul use problem solving strategies, and without the implementation of character education in classes VIII-A. Data obtained by direct observation for the students responsibility and test of problem-solving competency to the students after learning that the treatment given. Data analysis technique used is the chi-square.

These results indicate that: (1) implementation of character education give effect to improve the students responsibility, obtained  $X^2_{\text{count}} = 12.43 > X^2_{\text{table}} (\alpha = 0.01) = 9.21$ . It can also be seen from the improvement students responsibility from the average normalized gain obtained  $\langle g \rangle$  experimental class at 0.33 with medium category while the control class -1.55 obtained a low category. (2) students are given the implementation of character education scored better problem-solving competency than students who do not implement character education, obtained  $X^2_{\text{count}} = 24.67 > X^2_{\text{table}} (\alpha = 0.01) = 9.21$ . It can be also seen an improvement problem-solving competency of the average normalized gain of  $\langle g \rangle$  experimental class is 0.50 that includes the medium category while the control class is 0.25 that including the low category. (3) There is no interaction between the students responsibility with problem-solving competency, obtained  $X^2_{\text{count}} = 0 < X^2_{\text{table}} (\alpha = 0.01) = 13.3$ .

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Tujuan dari penelitian ini adalah: (1) mengetahui pengaruh penerapan pendidikan karakter dalam peningkatan tanggung jawab siswa menggunakan strategi problem solving, (2) mengetahui pengaruh penerapan pendidikan karakter dalam peningkatan kemampuan siswa memecahkan masalah, dan (3) mengetahui hubungan antara tanggung jawab siswa dan kemampuan memecahkan masalah.

Metode dalam penelitian adalah quasi experiment. Populasi sebanyak 250 siswa kelas VIII semester II SMP Swasta Muhammadiyah 1 Medan dan 68 siswa sebagai sampel dalam penelitian. Sampel dibagi dalam dua kelas, experiment dan control kelas. Perlakuan yang diberikan adalah penerapan pendidikan karakter di kelas VIII-Unggul menggunakan strategi problem solving, dan tanpa penerapan pendidikan karakter di kelas VIII-A. Data diperoleh melalui observasi langsung untuk tanggung jawab siswa dan tes kemampuan memecahkan masalah setelah perlakuan pembelajaran yang diberikan. Teknik analisis data yang digunakan adalah chi-square.

Hasil penelitian menunjukkan bahwa: (1) penerapan pendidikan karakter memberikan pengaruh untuk peningkatan tanggung jawab siswa, diperoleh  $X^2_{hitung} = 12.43 > X^2_{tabel} (\alpha = 0.01) = 9.21$ . Hal ini dapat dilihat dari peningkatan tanggung jawab siswa bahwa rata-rata gain ternormalisasi  $\langle g \rangle$  diperoleh kelas experiment 0.33 dengan kategori medium sementara kelas control -1.55 dengan kategori rendah. (2) siswa yang diberikan penerapan pendidikan karakter memperoleh skor kemampuan memecahkan masalah lebih baik dibandingkan siswa yang tidak diterapkan pendidikan karakter, diperoleh  $X^2_{hitung} = 24.67 > X^2_{tabel} (\alpha = 0.01) = 9.21$ . Hal ini dapat dilihat dari peningkatan kemampuan memecahkan masalah diperoleh rata-rata gain ternormalisasi  $\langle g \rangle$  kelas experiment adalah 0.50 dengan kategori medium sementara kelas control 0.25 termasuk kategori rendah. (3) Tidak ada hubungan antara tanggung jawab siswa dengan kemampuan memecahkan masalah, diperoleh  $X^2_{hitung} = 0 < X^2_{tabel} (\alpha = 0.01) = 13.3$