

The Effect Of Personality Teacher Pancasila And Civic Education On The Social Character Forming Of Students At Sma Negeri 14 Medan

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ABSTRACT

With the agenda for Strengthening Character Education developed in Indonesia, the support of Pancasila and Civic Education plays an increasingly important role. It imagines that Pancasila and Civic Education holds propaganda for strengthening people and initiators of character education. The quantitative method with the type of correlation states the relationship. The population is class XI students, totaling 351 students, and the number of samples taken in this study is 10% of the number of students in class XI (351), namely 35 students with cluster random sampling technique. Data collection techniques are observation, questionnaires, and documentation. Data analysis using quantitative statistical methods with product moment calculations. The results showed a positive relationship between the influences of the teacher's personality competence on the formation of the social character of students at SMA Negeri 14 Medan, which was 14.44%. This is evidenced by the t count being more significant than the r table or $0.38 > 0.334$ so that the coefficient of variable X and variable Y is significant, where the r-table at $n = 35$ at the 5% level is 0.334. The results of the study using the t-test obtained that t-count is 2.354 and t-table 2.030 at a significant level of 5% degrees of freedom (DK) = $n-2$ ($35-2=33$), so $t\text{-count} > t\text{-table}$ ($2,354 > 2,030$). Thus the alternative hypothesis (H_a) can be accepted, which indicates a positive relationship between the influences of the personality competence of Civics Education on the formation of students' social character at SMA Negeri 14 Medan.

Keywords: Personality Teacher, Civic Education, Social Character

INTRODUCTION

Pancasila and Civic Education is like wisdom, which is expected to be able to build character education fortifications, hope that before printing checks to play the role of obedient people for the Almighty Creator, who is civilized, holds Indonesian associations, finds democracy led by takrif Participant's business in agency meetings and finding democracy led by members of the executive branch meeting in agency meetings and finding social understanding of the whole body of ordinary Indonesians agree to use Pancasila ideology. Five characteristics are developed as part of the

character education development agenda: a religious, humanist, rationalist, cooperative, and independent view of life (Kemendikbud, 2013).

Then in the Law on Teachers and Lecturers No. 14 of 2005 and the ruling party system No. 19 of 2005, educators must have pedagogic, personality, social, and professional abilities. In line with this, it is also emphasized that the part in the power system No. 19 day 2005, the main chapter on civic, education, and the provision of causality 28 paragraph (3) article b, stated that what is meant by using personality abilities are personality talents that are steady, stable,

mature, wise, and authoritative, play an archetype role in the number of students, imitate morals. The capacity that the teacher is honing is still relatively close to the pedagogical capacity and how the subject must be able to be taught for the prosecution to establish a *tengung-tenging* for their role as a pilot (RI, 2019).

Research on teaching capacity is still more concerned with pedagogical and professional capacities. In contrast, ahead of the expansion and fortification of personality capacities, they are being returned to the opposite content of teachers (Dwintari, 2017). In addition, as for the section whose next birth is like the tail of the analysis conducted by (Prakoso et al., 2022), it appears that the guidance of character, in particular, is significant for the circulation of guiding principles in the future, and according to permission, it appears that what is needed is support from the teacher, especially the Civics teacher, because it is related, adds more attitude and moral principles.

From here, the capacity is needed so that Civics educators can intensify the type of guidance in which the Civics teacher referred to here is not merely familiarizing with the conditions of national subjects, selecting as well as familiarizing and practicing the promiscuous nature of their students so that they can work as a person with good temperament and position themselves. More subject to the tempo of domiciled in the community (Sastradipura et al., 2021).

RESEARCH METHODS

The method used in this study is quantitative with the type of correlation (Hamzah, 2021). The population is class XI students totaling 351 students, and the number of samples taken in the study. Determination of the sample using

random sampling or random so that all students have the right to be a sample in the study. This random sampling technique is a probability sampling where everyone in the target population has an equal chance of being selected. The sample was randomly selected and intended to be an unbiased representation of the total population (Arikunto, 2014). The variables in this study consist of two variables, namely the independent variable (X), "Teacher's Personality Competence," and the Bound Variable (Y), "Student Social Character." The primary data in this study were observation and the distribution of questionnaires to obtain information by directly observing the condition of the social character of students at SMA Negeri 14 Medan (Unaradjan, 2019). At the same time, the secondary data in this research are books, journals, articles, newspapers, and writings on the internet, as well as official documents that can help the author to do this research. The data analysis technique uses the product moment, calculated using statistical data processing (Sugiyono, 2010).

RESULTS AND DISCUSSIONS

As stated in the previous chapter, this study aims to determine the influence of the Personality Competence of Civics Teachers on the Formation of Student Social Characters at SMA Negeri 14 Medan. This study's data consisted of two variables: The personality Competence of Civics Teachers (variable X) and Student Social Character (variable Y). Both data were obtained based on filling out the questionnaire and observations made by respondents, especially students of class XI SMA Negeri 14 Medan. Scores and assessments given to respondents are as follows:

Table 4.1 Questionnaire Answer Assessment Score

No	Address Answer	Positive Value
1	Very Often	5
2	Often	4
3	Sometimes	3

4	Ever	2
5	Very Never	1

In this study, the number of respondents was 35 students, namely class XI which was determined randomly.

Table 4.2 Number of Respondents by Gender

No	Gender	Total
1	Male	15
2	Female	20
	Total	35

The data analyzed in the discussion of this chapter are data obtained from 35 respondents as samples that represent the entire population in this study.

Table 4.5 Correlation Coefficient of Influence of Personality Competence of Civics Teachers (X) on the Formation of Social Character of Class XI Students (Y)

No	X	Y	X ²	Y ²	X.Y
1	69	77	4761	5929	5313
2	71	98	5041	9604	6958
3	67	86	4489	7396	5762
4	73	73	5329	5329	5329
5	65	85	4225	7225	5525
6	81	89	6561	7921	7209
7	85	89	7225	7921	7565
8	84	78	7056	6084	6552
9	88	100	7744	10000	8800
10	66	73	4356	5329	4818
11	74	79	5476	6241	5846
12	63	76	3969	5776	4788
13	79	80	6241	6400	6320
14	76	57	5776	3249	4332
15	80	71	6400	5041	5680
16	76	92	5776	8464	6992
17	70	71	4900	5041	4970
18	74	79	5476	6241	5846
19	70	77	4900	5929	5390
20	71	73	5041	5329	5183
21	55	68	3025	4624	3740
22	75	71	5625	5041	5325
23	66	95	4356	9025	6270
24	71	89	5041	7921	6319
25	74	87	5476	7569	6438
26	63	81	3969	6561	5103
27	64	79	4096	6241	5056

28	78	82	6084	6724	6396
29	71	90	5041	8100	6390
30	87	91	7569	8281	7917
31	83	75	6889	5625	6225
32	79	81	6241	6561	6399
33	82	82	6724	6724	6724
34	96	96	9216	9216	9216
35	94	95	8836	9025	8930
Total	2620	2865	198930	237687	215626

Calculation of the correlation coefficient between the variable X (Influence of Personality Competence of Pancasila and Civic Education) to the Y variable (Student Social Character) can be seen that r-count is 0.38. This correlation when interpreted on the value of r correlation can be categorized as low

correlation. Then it can be seen through the calculation between the X variable and Y variable using the product moment correlation formula known to be 0.38. The following is a table of correlation interpretation according to (Sugiyono, 2017).

Table 4.6 Interpretation of Correlation Figures (r value)

Interval Coefficient	Level of Relationship
0,00 - 0,199	Level of Relationship
0,20 - 0,399	Very Low
0,40 – 0,599	Low
0,60 – 0,799	Medium
0,80 – 1,000	High

Likewise, the results of the calculation of the coefficient between the variable x and the variable y are known that the value of the t count is 0.38. If this value is compared with the rtable value at significance with n-35, the rcount is equal to the provisions. If the tcount value is smaller than the rtable value (rcount>rtable) or $0.38 > 0.334$, then it can be concluded that the influence of personality competence is low. Teachers Pancasila and Civic Education on students' social character formation at SMA Negeri 14 Medan. Based on the data above, it is seen in the field that the influence of the Personality Competence of Civics Teachers on the Formation of Student Social Character at SMA Negeri 14 Medan contributed 14.44%. In comparison, 85.56% were influenced by other factors that were not careful in this study.

The results of the research analysis using the "t" test. Teacher's personality competence Pancasila and Civic Education on the formation of students' social character at SMA Negeri 14 Medan, it was obtained tcount = 2,354 with t table value = 2,030 because tcount is greater than ttable ($2,354 > 2,030$) at the 5% level at degrees of freedom (dk) = n-2, then dk = 35-2 = 33. So the alternative hypothesis, which states that the influence of Pancasila and Civic Education on character building is students at SMA Negeri 14 Medan, can be accepted.

Based on the results of the correlation analysis between the teacher's personality competence and the formation of students' social characters, the r-value of 0.38 indicates a significant positive relationship between the teacher's personality competence and the formation of students' social characters. This supports the

hypothesis that a positive relationship exists between the teacher's personality competence and the formation of students' good social character.

Based on the results of data analysis, it can be seen that the teacher's personality competence factor on the formation of students' social characters is in a low category, as much as 0.38 (14.44%). This shows that the teacher's personality competence is still a factor that has little effect on the formation of students' social characters. The relationship level of the low correlation coefficient lies in the interval between 0.20 – 0.399. From this, it can be seen that the contribution of the teacher's personality competence variable to the formation of students' social character is only 14.44%. In comparison, the remaining 85.56% is the contribution of other variables outside the teacher's personality competence variable. So, the correlation test results between the teacher's personality competence and the formation of students' social character show that the formation of students' social character is not wholly influenced by the teacher's personality competence factor but is also influenced by factors outside the teacher's personality competence.

According to the theory presented by (Arisman et al., 2018), Pancasila and Civic Education teachers have a steady and stable personalities, which can be seen from several indicators, namely acting following legal norms, acting according to social norms, and being proud as a professional teachers. , and has consistency in acting according to the norms that apply in life, then also has a mature personality which can be seen from several indicators where the teacher displays independence in acting as an educator and has a high work ethic. Then have a wise personality displayed through several indicators, namely by displaying actions based on the benefits of students, schools, and communities and showing openness in thinking and acting. Moreover, they have a noble character and can be an example that can be seen from several indicators, such as acting according to religious norms, faith, and piety,

being honest and sincere, and having appropriate behavior for students to emulate.

The competencies described have a positive relationship with the variable y, namely the social character of students, as stated by (Zubaedi, 2015), that characters in totality can be grouped into heart, thought, exercise, and kinesthetic, as well as taste and intention. In this case, the process of character education is fundamental because students are capable of cognitive and psychomotor aspects and affective aspects so that students are able to become citizens and people who are good at good behavior and are missed by others. Thus, the teacher's personality competence in forming students' social character has a positive relationship.

CONCLUSION

Based on the research data, it was concluded that the low influence of the Personality Competence of Civics Teachers on the Formation of Students' Social Character at SMA Negeri 14 Medan contributed 14.44%. In comparison, 85.56% was influenced by other factors not examined in this study. The result of the correlation coefficient between variable (x) and variable (y) is that the value of the t count is 0.38. If this value is compared with the value of r_{table} at 5% significant with $n-35$, then r_{count} is equal to the provisions if r_{count} is more excellent from r_{table} ($r_{count} > r_{table}$) or $0.38 > 0.334$. So it can be concluded that the low influence of the personality competence of Civics Education on the formation of the social character of students at SMA Negeri 14 Medan. Teacher Personality Competence Civics on the variable (y) of students' social character is low, obtained from the correlation value at a low level of relationship. To test the hypothesis of whether the alternative (H_a) is accepted or rejected, the "t" test is carried out. From the results of analytical research using the "t" test to see the effect of the personality competence of Pancasila and Civic Education on the formation of the social character of students at SMA Negeri 14 Medan, it is obtained t count = 2,354 with a price of $t_{table} = 2,030$. Because

tcount is greater than ttable ($2,354 > 2,030$) at a significant level of 5% in degrees of freedom ($dk = n-2 = (35-2=33)$). Thus the alternative hypothesis, which states the low influence of the personality competence of Civics on the formation of students' social character at SMA Negeri 14 Medan, is accepted, and hypothesis H_0 is rejected.

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