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The Relationship Between Character Education and Indonesian Language Learning Outcomes

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Article Information:	ABSTRACT
	Character education plays a crucial role in shaping students' Indonesian learning skills. This study adopts a qualitative approach with a descriptive method to explore the relationship between character education and Indonesian learning outcomes among grade X students in secondary school. Data collection tools include classroom observation Character education plays a crucial role in shaping students' Indonesian learning skills. This study adopts a qualitative approach with a descriptive method to explore the relationship between character education and Indonesian learning outcomes among grade X students in secondary school. Data collection tools include classroom observation Character education plays a crucial role in shaping students' Indonesian learning skills. This study adopts a qualitative approach with a descriptive method to explore the relationship between character education and Indonesian learning outcomes among grade X students in secondary school. Data collection tools include classroom observation. **Keywords**: *Character Education, Indonesian, Learning Outcomes*

INTRODUCTION

Education has a very significant role because it has the ability to change a person's behavior and knowledge to be more positive, as mentioned by (Abraham, 2022).The school environment plays an important role in shaping a child's character (Adiputra, 2021). To create good character in students, schools should focus on three main aspects, namely moral knowing, moral feelings, and moral action, as expressed by (Deng, 2024). Character and disposition are part of the way of thinking and behaving that is unique to

each individual, which is very important in interacting well in the family environment. as well as on a wider scale, such as in the context of nations and states (Escobar, 2024).

The important role of education is also seen in the formation of a person's character and character which is indispensable for survival in society and state, as explained by (Ariani, 2022).The importance of balancing education from parents and schools is recognized, because the formation of character values in children requires patience and perseverance from their educators, according to research conducted by (Aiman, 2024). Character is the driver for behavior that is based on knowledge, intentions, and actions that bring goodness, as stated by (Benedict, 2022)

Learning plays a very important role in shaping character to achieve effective learning outcomes (Borihantanachot, 2024). Character formation is not an easy thing and requires a deep understanding of the meaning of the character itself. Character is often interpreted as ethics, noble morals, and morals (Haakonsen, 2020). Learning outcomes reflect changes in behavior that are relatively fixed in a person due to interaction with their environment (Dong, 2024). To achieve optimal learning outcomes, the learning process is necessary because through this process students can understand the surrounding environment (Lin, 2023).

According to (Rini et al., 2021), attitude competencies in the 2013 Curriculum are divided into two, namely spiritual and social attitudes, which aim to shape students' character. Although the government has various obstacles in achieving the goal of character education in the current education unit, identifying seven character crises, including the crisis of honesty, responsibility, inability to think far ahead,

discipline, togetherness, justice, and care. The success of character education depends on the consistency of behavior that is in accordance with the values spoken and is based on science from the source of accountable values. Education in Indonesia is often faced with complex problems, especially related to the character and personality of students, which are a common concern. Teachers have the main responsibility in directing students' morality and imparting knowledge, especially related to the development of the main character in the school.

Based on observations and interviews, the identification of problems in this context includes low student learning outcomes, cheating behavior during exams, frequent students skipping school, lack of discipline and responsibility, and lack of hard work and discipline in learning. All these problems reflect shortcomings in the formation of student character in schools, which need to be overcome through concrete measures. The purpose of the research that must be achieved is to identify the relationship between character education and student learning outcomes. With the formulation of the problem whether there is a relationship between character education and student learning outcomes.

RESEARCH METHODOLOGY

This study uses a qualitative type with a descriptive approach to explore the relationship between character education and Indonesian learning outcomes among

students. Descriptive design is used to understand the occurrence of an event in detail and in depth. The subject of this research is a class X studentin secondary school with the object of research on the relationship between character education applied in schools and students' Indonesian learning outcomes. To obtain data, the researcher used data collection techniques through observation, questionnaires and interviews.

The research instruments used in research on the relationship between character education and Indonesian learning outcomes include questionnaires to measure students' character, such as attitudes, values, and behaviors, as well as tests or exams to measure Indonesian learning outcomes (Casimiro, 2023).

In addition, interviews or observations can also be used to gain a deeper understanding of the influence of character education on Indonesian learning outcomes (Papoutsi, 2020)

RESULT AND DISCUSSION

The results of the study show that character education has an important role in shaping students' Indonesian learning achievements (Alirahman, 2023). The understanding of knowledge gained during the teaching and learning process has been determined as a learning outcome. Character education is an effort to form a person carried out by educators towards students. Learning outcomes are defined as achievements achieved in the form of numbers or scores at the end of learning. By conveying good character, teachers can help achieve success in learning (Jintapitak, 2024). The expectation of character education is that values such as morals can be developed properly so that good behavior or morals can be reflected in students.Through classroom observation, it can be seen how values such as integrity, responsibility, and cooperation are instilled in Indonesian learning. The findings from the questionnaire and interviews also confirmed that students who received strong character education tended to show better Indonesian learning achievement.

Discussion

This study uses a qualitative approach with a descriptive method to explore the relationship between character education and Indonesian learning outcomes among students (Haakonsen, 2020). One of the main challenges faced in education is the problem of character owned by students. Character education aims to teach students to be able to make wise decisions in daily life and make a positive contribution to the environment (Deng, 2024). More than just a knowledge process, education also plays a role in building children's character (Fung, 2020). The instruments used for data collection include classroom observation, distributing questionnaires to students, and conducting interviews with Indonesian teachers. Through a qualitative approach, we strive to gain a good understanding More on the implementation of educationcharacterin learning Indonesian in the school environment.

The impact of this study shows the need to increase the focus on character development in the Indonesian curriculum in schools. Although students have great

potential and interest, without good character development, their learning outcomes will not reach their full potential (Emelyanova, 2019). The traits possessed by students, such as behavior patterns and abilities, are influenced by the surrounding environment. Currently, teachers' duties are not only limited to instructors in the classroom, but also as character builders for students (Salam, 2019). Indonesian teachers need to pay attention not only to the cognitive aspects of learning, but also moral values and characterwhich is conveyed in the learning process to ensure student success in learning (Cruz, 2022). Character education standards can be used as a tool to teach students to think critically, maintain values in their lives, and have the courage to act. In addition, education policies must support the systematic integration of character education into the curriculum (Islamic, 2024).

The limitations of this study include the difficulty of generalizing the results, because the research was conducted in a specific school environment. In addition, subjectivity in data interpretation also needs to be recognized as a potential limitation. High interest in the research subject can affect learning outcomes. However, the advantage of this study is in the depth of understanding obtained about how character education can contribute to the achievement of competencies in Indonesian learning outcomes.The achievement of competencies without character formation can be considered a failure in education because the country needs individuals who have morality, intelligence, and competitiveness in facing global challenges.

Character education has become a movement in the world of education that strengthens social, emotional, and ethical growth (Behavior development is a process in which behavior adapts to new situations and conditions based on experience, showing that character education is a deliberate process and not just a coincidence.For future studies, it is recommended to include a wider and more diverse sample, and to apply more complex qualitative approaches such as case study analysis. This will make it possible to obtain

A more comprehensive understandingabout the role of character education in improving Indonesian learning achievement in various school environments.

CONCLUSION

The importance of character education in shaping students' Indonesian learning achievements. This study uses a qualitative approach with a descriptive method to explore the relationship between character education and the learning outcomes of grade X students in secondary school. The findings show that students who receive strong character education tend to show better Indonesian learning achievements. The impact of this study highlights the need to increase the focus on character development in the Indonesian curriculum in schools and the systematic integration of character education into the curriculum. Although there are limitations in generalizing the results because the research is conducted in a specific school environment and there is subjectivity in data interpretation, this study provides a deep understanding of how character education can contribute to the achievement of competencies in Indonesian learning outcomes. It

is recommended for further research involving samples and apply more complex qualitative approaches such as case study analysis to obtain a more comprehensive understanding of the role of character education in improving Indonesian learning achievement in various school settings.

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