



Influence of a Culture of Honesty and Exemplary Teachers on Student Character at Watuwali State Elementary School

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Abstract

This research discusses the influence of a culture of honesty and teacher example on the character of students at Watuwali State Elementary School. The method in this research is quantitative with a descriptive approach. The population in this study was all Watuwali State Elementary School students for the 2023/2024 academic year, totaling 62 people. The instruments used in this research were an honest culture questionnaire, a teacher exemplary questionnaire, and a student character questionnaire. Based on the results of partial statistical analysis between honest culture and student character, the value obtained is $t_{count} = 4.984$ and $t_{table} = 1.671$ ($t_{count} > t_{table}$) and a significant value of 0.000 ($0.000 < 0.05$) so it can be partially concluded that there is an influence of honest culture on student character. The results of partial statistical analysis between teacher example and student character showed $t_{count} = 5.066$ and $t_{table} = 1.671$ ($t_{count} > t_{table}$) and a significant value of 0.000 ($0.000 < 0.05$) so it can be concluded that partially there is an influence of teacher example on student character. The results of the regression analysis show that the value of $F_{count} = 12.633$ $F_{table} = 3.15$ ($F_{count} > F_{table}$) and a significant value of 0.000 ($0.000 < 0.05$), so it can be concluded that there is a significant influence between the culture of honesty and teacher example on the character of students in state elementary schools. Watuwali academic year 2023/2024.

Keywords: Honest Culture, Teacher Example, Student Character

Introduction

The character of students at school is very important, without a culture of honesty and exemplary teachers it cannot run well. Creating a good student character also requires a culture of honesty and exemplary teachers. Student character is a student's unique way of thinking and behaving to live and work together, both within the family and in society. Character education

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should be taught from an early age. This is because it is still easy for students to shape their personalities. Meanwhile, honest culture means having values and practices that encourage honesty, integrity and transparency in social interactions at work. Meanwhile, the teacher's example is a teacher who is a good role model and can provide good examples in everyday life. These two aspects, the culture of honesty and exemplary teacher behavior, cannot be separated from shaping students' character (Jauhari, 2023).

Based on the statement above, the teacher's culture of honesty and exemplary behavior can influence the character or behavior of students. This is reinforced by the opinion of (Jamal & Fatmawati, 2021) that the culture of integrity is a method that is continuously instilled by educational institutions to achieve and familiarize students with the effort to practice the values contained in integrity. Meanwhile, the problem of teacher example is also strengthened by Kurniawan's opinion (Al Syahara, Putry Julia, Hafid Maksun, 2022) that the role of teachers as educators is very important in shaping student character. A teacher is a figure who is a role model, both in terms of knowledge and personality for his students. Therefore, a teacher must be careful in speaking and behaving. Speech that is not in the right place will have a bad impact on the growth and development of students, because they can imitate the teacher's speech and behavior without taking into account what is right or wrong. As (Munir et al., 2022) argue that character education must be taught from childhood, in the world of education it is very important in elementary school to be taught or accustomed to forming good character. by providing moral knowledge, moral feelings, and moral behavior (Fakhrurrazi et al., 2023).

Based on research (Idris, 2022) entitled The Influence of School Culture on Student Character at SMPIT Al-Fityan School Gowa, discussing more about school culture will improve and influence the character of students at school. Improving school culture can influence student character and make it easier for teachers and parents to shape student character well. The explanation of previous research has explained the influence of school culture on student character and it can be underlined that school culture can influence student character and can help teachers and parents in shaping student behavior.

Based on the results of observations of the influence of honest culture on student character at Watuwali State Elementary School, the low level of honest culture at Watuwali State Elementary School has a negative impact on student character. There are some students who are caught cheating during tests and being dishonest in doing their assignments. This can influence the formation of character which can influence their lives.

The statement above has been reinforced by Maragustam, a professor of character education from UIN Sunan Kali Jaga, Yogyakarta, that if society or the nation's children are controlled by values that are not noble, such as dishonesty, then a nation will experience decline. Dishonest culture is also called by Maragustam a culture that lacks character. If someone walks and lives in a state of character impairment, at any time he will fall or just wait for the right time to fall (Fikriyah, 2021).

The results of initial observations made by researchers regarding the example of teachers at Watuwali State Elementary School, show that teacher example at Watuwali State Elementary School still needs to be improved. This can be seen from the total number of existing teachers,

there are still around 30% of teachers who are inconsistent in implementing rules, such as dress codes, rules for participating in school activities, and appearance rules. And around 40% of teachers still lack discipline, such as discipline and punctuality and attendance. As a result, students tend to imitate this behavior which will certainly affect the student's characters

The above statement is reinforced by Selvia & Iswantir (2022) stating that it can be understood that a teacher's example can have an influence on the formation of a child's character. Because a student will imitate what his teacher does. Ideally, if a teacher has good behavior, students will also have good character. A teacher's job is not only to teach, but as an educator who should guide, motivate and develop character in addition to growing and developing students' faith and piety through the example shown by a teacher through words, actions and appearance.

Literature Review

Culture comes from the Sanskrit word "buddayah", the plural of "buddhi", which means "reason or mind." Since humans are the only creatures created by God, reason belongs to them. That is the thing that differentiates humans from animals because animals do not have reason and are not cultured and social. Human culture develops with reason, from traditional times to modern times (Janna et.al: 2023).

Honesty comes from religious values, especially the Islamic religion that he adheres to. Honesty, because the approach above is still abstract, can be defined as a truly honest phenomenon that contains real characteristics, such as discipline, acting according to one's words, and not deviating from laws and rules. Everyone has a different definition of what honesty is, depending on how each person views honesty in their culture. In Lombok, honesty is called maliq, which means not doing something that is contrary to custom, because it will be cursed. Honesty, in Arabic is called "Siddiq", which means "true", "true", conformity between words and actions, conformity between information and reality (Dianti Yunia Sari, et.al: 2023).

The teacher's example is very important to build student character, attitudes and behavior. Teachers who demonstrate integrity, honesty, empathy, and other values can influence students to internalize these principles and develop good attitudes (Pamuji & Mulyadi, 2024). Good teachers can be an inspiration and motivation for their students. Teachers can inspire their students to excel and reach their best potential through academic achievement, dedication, hard work, and passion for teaching. Teachers can help their students develop social, communication, teamwork, and emotion management skills through good examples and positive interactions. (Afif Nurseha, et.al 2023).

Example is very helpful in educating and building character. Not only talking about what must be learned but not doing something, exemplary emphasizes the behavioral aspect in forming real actions. Exemplary behavior in various aspects of life is an important component in education. Exemplary includes many things, not just providing examples of action. Examples are good actions. Readiness to be assessed, morality, competence, and moral integrity are three conditions for being a role model (Abbas et al., 2023).

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Article 40 paragraph 2 of Law Number 20 of 2003 concerning the National Education System, educators and education personnel have the responsibility, among other things, to set an example and maintain the good name of the institution, profession and position in accordance with the trust given to them. Exemplary is very much attached to teachers in the world of education. In the world of education, exemplary is defined as giving students examples of teacher behavior or attitudes that their students should emulate, both inside and outside school. It is very important for teachers to have this role model because it can shape the knowledge, morals, behavior and social attitudes of their students. Therefore, teachers have great power to change their students' behavior (Rosari et al., 2023).

The formation of student character is related to the teacher's example. Teachers create an environment where principles such as honesty, responsibility, and hard work are valued and applied. Teachers not only serve as academic educators and educators, but they must also be character educators who must convey values to their students. Teachers must be examples and mentors for their students in realizing character behavior that includes thinking, heart and feeling (Wulandari et al., 2024).

Heredity factors influence a person's character. According to Samani and Hariyanto, character can be defined as the basic values that shape a person's personal identity, either through genetic inheritance or environmental influences, which make a person different from other people and are reflected in everyday attitudes and behavior (Wulandari et al., 2024).

Research Methods

This type of research is quantitative, (Setiowati et.al, 2023) believes that quantitative research methods are research methods based on the philosophy of positivism, used to research certain populations/samples, sampling techniques are generally carried out randomly, data collection uses instruments research, analysis of quantitative/statistical data with predetermined hypothesis objectives.

Results/Findings

SPSS output obtained from the results of calculating the frequency distribution of values on the honest culture variable for Watuwali State Elementary School students. From the histogram it can be seen that N is the total frequency number, namely 62 students, the mean value is 68.79 with a standard deviation value of 9,097. From the calculation results above, it can be seen that the mean ($Mx1$) is 68.79 and the standard deviation ($SDx1$) is 9.097. Determining the categorization of honest culture variables at Watuwali State Elementary School using frequency and percentage is as follows:

$$Mx + 1 SDx = 68.79 + 9.097 = 77.887$$

$$Mx - 1 SDx = 68.79 - 9.097 = 58.693$$

Thus, it can be seen that a score of more than 77.887 is categorized as a high honest culture, while a score between 77.887 – 58.693 is categorized as a low honest culture. From this level, it can be seen that those who state the honest culture of SD Negeri Watuwali are in the high category with a frequency of 7 students with a percentage of 12.8%, in the medium category with a frequency of 46 students with a percentage of 58.4%, and in the low category with a frequency of 9 students with a percentage of 28.8%. The final observation results regarding the example of teachers at Watuwali State Elementary School are that teachers who have integrity, are professional and have a significant positive impact on the development of students' character. This example also involves parents in education, creating a good learning environment.

SPSS output obtained from the results of calculating the frequency distribution of scores on the honest culture variable for Watuwali State Elementary School students. From the histogram it can be seen that N is the total number of frequencies, namely 62 students, the mean value is 65.24 with a standard deviation value of 8,813. Based on final observations made at Watuwali State Elementary School, the students' character shows good character in honesty, discipline, responsibility, independence and tolerance. There are factors such as teacher example, family support, and the school environment which play a big role in building student character.

There are two ways to detect whether the residuals are normally distributed or not, namely by graphic analysis and statistical tests. It is said to meet normality if the residual value is greater than 0.05. The normality test can be tested using the Klossmogorov-Smirnov model. The multicollinearity test is used to determine whether there is a relationship or correlation between the independent variables. Multicollinearity states the relationship between independent variables. A good regression model should have no correlation between independent variables. Detection of whether or not there is multicollinearity in the regression model can be seen from the magnitude of the VIF (Variance Inflation Factor) and Tolerance. Regression is free from multicollinearity if the VIF value is <10 and the tolerance value is >0.10 .

This heteroscedasticity test is carried out to find out whether in a regression model there are similarities or differences in variance from the residuals of one observation to another. If the variance from the residual from one observation to another is constant, it is called homoscedasticity and if it is different it is called heteroscedasticity. A good regression model is homoscedastic. Detection of the presence or absence of heteroscedasticity can be seen by the presence or absence of certain patterns on the scatter plot graph. If there is a certain plot, it indicates that heteroscedasticity has occurred. But if there is no clear pattern of dots spreading above and below the number 0 on the Y axis, then heteroscedasticity does not occur. Basically it is used to find out how much influence each independent variable (X_1) has on the dependent variable (Y). The t test is carried out by comparing the tcount value with ttable, with a significance level of 5%. If the value of tcount $>$ ttable then H_0 is rejected. H_a is accepted, meaning there is a significant influence between each independent variable and the dependent variable. If the value of $t <$ t table then H_0 is accepted and H_a is rejected, meaning there is no significant influence between each independent variable and the dependent variable.

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Discussion

Based on the results of the descriptive analysis of the questionnaire, the honest culture of Watuwali State Elementary School is stated in the high category with a frequency of 7 students with a percentage of 12.8%, in the medium category with a frequency of 46 students with a percentage of 58.4%, and in the low category with a frequency of 9 students. with a percentage of 28.8%. Thus, in general it can be said that the honest culture at Watuwali State Elementary School is mostly in the medium category. It can be concluded that the honest culture of students at SD Negeri Watuwali is in the medium category.

From the results of the t test analysis, it is found that the sig value of the honest culture variable is $0.000 < 0.05$. From the tcount value $(4.990) > (1.671)$, H_0 is rejected and H_a is accepted. It can be partially concluded that there is an influence between honest culture on student character.

The final conclusion can be drawn based on the results of the data and various findings in the field showing that the culture of honesty has a significant influence on the character of students at SD Negeri Watuwali. In this way, the influence mentioned above is sufficient, so that the better the culture of honesty, the better the level of student character.

The above conclusion is in line with the opinion of (Sururun et al, 2023) explaining that honesty is a character value towards oneself that can continue to be developed. The development of character values is carried out by schools through the character education process.

Honesty is very important to become the character of Indonesian children today. Instilling habits of honest attitudes and behavior at school to foster honest attitudes and behavior, it is not enough just to be equipped with knowledge and stories about honesty, but it is necessary to get used to daily attitudes and behavior so that reflexes in honest behavior emerge.. Schools as educational institutions are responsible for the formation of student character (character building). Therefore, character not only grows and develops in every human individual, but also in organisms or educational institutions. It is impossible for students' character to grow and develop if the school does not have character. In other words, only in honest educational institutions will students grow and develop as honest human beings (Jamaludin et al., 2024) .

In connection with previous and relevant research, research (Dwi Purwanti et al., 2024) which talks about the relationship between school culture and teacher examples and the character of students majoring in Mechanical Engineering at SMK N 3 Yogyakarta. The level of school culture 69.48%, teacher exemplary 59.08%, and student character 64.86% has a positive, strong and significant correlation at the 1% error level between school culture and teacher exemplary and student character in the Department of Machining SMK N 3 Yogyakarta, with a correlation of 0.78.

Based on the results of the descriptive analysis of the questionnaire, it was stated that the exemplary teachers of Watuwali State Elementary School were in the high category with a frequency of 12 students with a percentage of 19.3%, in the medium category with a frequency

of 44 students with a percentage of 66.3%, and in the low category with a frequency of 9 students. with a percentage of 14.4%. Thus, in general it can be said that the example of teachers at Watuwali Public Elementary School is in the medium category. So it can be concluded that the level of teacher example at Watuwali State Elementary School is classified as a medium percentage level of 66.3%.

From the results of the t test analysis, there is a sig value for the Exemplary variable (X2) of $0.000 < 0.05$. And the value of tcount ($5.208 > t_{table} (1.671)$), then H_0 is accepted and H_a is rejected. It can be partially concluded that there is no influence between teacher example on student character. To prove the results, it is proven by the t and f tests. Seen from the t test on cultural variables honesty is significant, while the teacher exemplary variable does not have a significant effect on the student character variable.

So the conclusion that can be drawn is that there is a significant influence of teacher example on the character of Watuwali State Elementary School students with a sufficient level of contribution. The better the teacher's role model in school, the better the student's character level will be maintained. Likewise, vice versa, the lower the exemplary aspect of an amak teacher can trigger a lower level of student character.

Based on the conclusion above, the teacher's example directly influences the development of students' character and also has a reciprocal relationship. If the teacher is a good role model for students, it will also form a good personality in students. Likewise, vice versa if the teacher does things that are good despicable, then students will more easily imitate it. The importance of the teacher's example (Elmontadzery et al., 2024) . Teacher example is an act of cultivating morals carried out by someone who has a profession by respecting words, attitudes and behavior so that other people can imitate it, which is carried out by teachers for students (Panjaitan, 2023) .

Conclusion

Honesty culture partially has an influential relationship on student character, with a t value of $(4.990) > (1.671)$ and a significant value of $0.000 < 0.05$, so H_0 is rejected and H_a is accepted. It can be partially concluded that there is an influence of honest culture on students' character. The teacher's example partially influences student character, with a t-count value of $5.208 > 0.005$ and a significant value of $0.000 < 0.005$, so H_0 is rejected and H_a is accepted. It can be partially concluded that there is an influence of teacher example on student character. From the results of the coefficient test, determination shows that 29.3% of student character variables are influenced by the teacher's culture of honesty and exemplary behavior. The teacher's culture of honesty and exemplary behavior simultaneously has a significant effect on student character with an Fcount value of 12.633 and $F_{table} 3.15$ and a significance level of $0.000. < 0.005$, meaning that the teacher's culture of honesty and exemplary influence influences student character.

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