

Character Values of Tenth-Grade Students during Learning Physics in Vector Material

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ABSTRAK

Rumusan masalah penelitian ini yaitu kurangnya pendidikan karakter pada siswa dapat menimbulkan krisis moral yang berakibat pada perilaku negatif di masyarakat. Tujuan penelitian untuk menganalisis nilai karakter siswa kelas X dalam pembelajaran fisika materi vektor. Jenis penelitian ini adalah metode kualitatif dalam bentuk studi dokumen. Subjek penelitian adalah buku guru fisika SMA kelas X kurikulum 2013 materi vektor. Teknik pengumpulan data penelitian adalah studi literatur dengan cara menganalisis buku guru. Hasil penelitian menunjukkan bahwa nilai karakter siswa kelas X dalam pembelajaran fisika materi vektor dapat membentuk karakter diri siswa sehingga menjadi pribadi yang bermoral, berakhlak mulia, bertoleran, tangguh, dan berperilaku baik. Jadi, dapat dikatakan bahwa nilai karakter yang ditanamkan guru terhadap siswa masih terdapat beberapa karakter yang tidak tertuang pada materi vektor kelas x sehingga adanya dampak negatif jangka pendek dan jangka panjang pada diri siswa. Kesimpulannya guru memiliki peran penting dalam menanamkan nilai karakter diri siswa melalui pembelajaran fisika materi vektor. Terdapat beberapa nilai karakter yang tidak tertuang, untuk kedepannya peneliti berharap kepada tenaga pendidik untuk menerapkan 18 nilai karakter dalam pembelajaran fisika materi vektor agar lebih efektif.

ABSTRACT

The formulation of the research problem is that the lack of character education for students can cause a moral crisis which results in negative behaviour in society. The research objective was to analyze the character values of class X students in learning vector material physics. This type of research is a qualitative method in the form of a document study. The subject of the study was the book of a high school physics teacher in class X 2013 curriculum on vector material. The research data collection technique is a literature study by analyzing the teacher's book. The results showed that the character values of class X students in learning vector material physics can shape the students' self-character so that they become moral, noble, tolerant, tough, and well-behaved individuals. So, it can be said that the character values that the teacher instills in students still have a number of characters that are not contained in class X vector material so that there are negative short-term and long-term impacts on students. In conclusion, the teacher has an important role in instilling character values in students through learning vector material physics. There are several character values that are not stated, in the future the researchers hope that educators will apply the 18-character values in vector material physics learning to make it more effective.

1. INTRODUCTION

Education becomes a teaching and learning system. Education is the maximum vital issue in human life, and training is the primary key to human useful resource development (Hartanto, 2019; Yudhistira, 2019). Education is one of the efforts to improve the quality of human life through the development of their potential, educational institutions need quality education personnel, to enhance the great of schooling and enhance the great of Indonesian human sources with a purpose to compete withinside the technology of globalization (Gunawan, 2022; Mirela & Santosa, 2022; Oktarina, 2007).

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Education is carried out on the basis of training and plans that have been prepared in advance in a structured manner, and if we get education, then we will have the motivation to become a better person in all aspects of life (Fradisa et al., 2022; Malikhah & Wafroturrohmah, 2022). Therefore, to develop and educate humans, we need education. Character education is very important for us, especially for students to become good individuals. Character is a person's personality or behavior that is built because of the internalization of various virtues which are then used as the basis for thinking and acting, as well as interactions with other people that will shape the social character and character of the nation later, teachers are the main actors in the success of character education in schools, character education values can be integrated into the learning process, including physics learning (Asfihana, 2021; Diani, 2015; Sutisna et al., 2019). To create certified and knowledgeable civiliants, the individual must gift systemically and definitely in every unit and stage of education, the scholars who've excellent highbrow however who've now no longer been ready with excellent attitude/characters do now no longer have any guarantee that they may achieve success in coping with the era, basic education in Indonesia has to serve as the foundation for student personality formation concerning student character (Baharun, 2017; Marini et al., 2018; Zurqoni et al., 2018). There have been three educational focuses, namely to build knowledge, skills, and character, the notice of strengthening the want of man or woman schooling is resulting from many factors, along with the phenomenon of vandalism, pupil gangs, cheating habits (cheating) while running on examination questions, and pupil brawls nevertheless regularly occur, education of moral values, attitudes, and character, is a learning method that encourages the development of ethical and responsible individuals by teaching good values that humans should (Badeni & Saparahayuningsih, 2021; Hayati et al., 2020; Sari et al., 2019). From the description above, teachers can apply character values in teaching readiness in the classroom.

There are 18 character values that must be instilled in students including religious character, honest character, character of responsibility, character of tolerance, character of discipline, character of hard work, creative character, independent character, democratic character, character of curiosity, character of national spirit, the character of love for the homeland, the character of appreciating achievement, the character of friendly/communicative, the character of peace-loving, the character who likes to read, the character of caring for the environment and the character of caring for the social. Character values need to be given to students from an early age, character has relevance to a person's personality (Pamungkas et al., 2021; Suyitno et al., 2019). The influence of globalization has at least pushed the character and character of students who experience drastic changes to produce a generation that can face the global cultural clash that confronts the younger generation, The lack of self-identification as a pupil who's reading and being collectively as a college citizen has had bad consequences, which include an uncaring mindset and absence of conversation among instructors and students, ensuing withinside the lack of mutual possession of college lifestyles and lack of harmony and cooperation among them (Sopacua et al., 2020; Suwito Eko et al., 2020). When the actors (students) do now no longer obey the policies or the present social convention, social deviation emerges. Children's attitudes deviating from the man or woman values routinely damage the agreed norms or policies, for individuals who form the society to acquire national and universal values, it is deemed necessary to conduct character and value education in a planned way (Deveci & Ture, 2022; Lavasani & Khandan, 2011). One of the subjects that can involve good character values in learning activities is physics.

The impact on the instilling of character values is of course a lot of benefits for the individual himself and the people around him will feel lucky and not feel disadvantaged. Previous character is the quality or mental or moral strength, character or character of an individual, which is a special personality that is the driving force or driving force, as well as the difference between one individual and another (Utami, 2016). Other study state character education is now absolutely necessary not only at school, but at home and in the social environment, even now the participants in character education are no longer young children to teenagers, but also adults (Omeri, 2015). The way education in schools is directed to people who have high intellectual intelligence, life skills, and also good morals, character education programs are available to students to help them moderate their behavior (Hayati et al., 2020; Kim et al., 2018). Schools occasionally locate it tough to teach their college students to be chronic and tireless. Previous study state education does now no longer best broaden expertise however additionally behavior, speech, and mind-set to be triumphant and innovate summarized in man or woman education (Pramono et al., 2021). From the description above, it can be stated that to instill character values in humans, it is not only from an early age but teenagers and adults still have to instill character values in themselves. Character variables that are instilled in students during the physics learning process for class X vector material are honest, tolerant, disciplined, hardworking, creative, independent, democratic, curiosity, respect for achievement, friendly/communicative, peace-loving, fond of reading, caring social, and responsibility. Hard work can make students serious in overcoming various learning and task barriers and

completing assignments as well as possible, the character of hard work students can complete tasks inside the focused time, use all abilities/powers to obtain goals, attempt to locate diverse opportunity answers whilst encountering obstacles (Musbikin, 2019; Yuniarti & Sukestiyarno, 2020). Democratic character can train students in choosing group leaders based on the majority of votes, voting in elections in class and at school expressing thoughts about classmates, helping carry out the class chairman program, getting used to deliberation, expressing opinions about friends who are leaders, accepting defeat in elections with sincerity, peace-loving character teaches students Anti-violence, love, emotions of mutual trust, trust, justice, cooperation, mutual admire and admire for fellow residing beings, the character of respecting student achievement, namely to encourage himself to do something good. Useful in society and willing to acknowledge the existence of others, as well as respect or appreciate the success that has been achieved by others (Badeni & Saparahayuningsih, 2021; Suhaida et al., 2020). The character of social care makes the attitudes and actions of students who always want to provide assistance to others and communities in need, and students are aware of the rights and obligations of themselves and others, obey social rules, respect the work and achievements of others, are polite, and In a democratic way, college students have the of duty this means that the mindset and conduct of a pupil to perform their obligations and obligations, which ought to be done, in the direction of themselves, society, the environment (nature, social, and culture), the kingdom and God Almighty (M.Ali, 2018; Suprayitno & Wahyudi, 2020). From the outline above, there also are variables that aren't embedded withinside the physics getting to know manner for sophistication X vector material, specifically spiritual character, countrywide spirit, love for the homeland, and take care of the environment.

This research is in line with previous research which said that the process of character formation can be more optimal if it is accompanied by instilling morals in subjects to foster better character in students (Sopacua et al., 2020). One of the characters shown is in physics lessons by providing opportunities for students to apply the character descriptions in their application in the surrounding environment. Students are taught to be more creative in order to open their minds in dealing with problems that are often found. Previous study state character building is also not only specific to one lesson but is collaborative with other lessons so that a mutually supportive atmosphere will be created (Nabilah & Nana, 2019). However, previous studies did not analyze all existing character values. The urgency in this research becomes a crisis because it is rare to find research that examines instilling student character values in physics learning. In addition, this study also seeks to see how important character values are for students to shape their own character to be even better. Based on that, the researcher conducted this research with the aim of analyzing the character values of class X students in learning vector material physics. Teachers have an important role in instilling character values in students through learning vector material physics. In this study, there are several character values that are not contained in it. In the future, the researchers hope that educators will apply the 18 character values in learning vector material physics to make it more effective. On the basis of the importance of character education, it is important for researchers to analyze the character values in the books of high school physics teachers class X curriculum 2013 vector material.

2. METHOD

The type of research used in this study is a qualitative method in the form of a document study. Qualitative research is very concerned with processes, events, and authenticity (Creswell & Creswell, 2018). In this qualitative method, the researcher uses data collection techniques in the form of documentation studies. Documentation is a series of processes for storing evidence as far as possible recording events or events (Piscayanti, 2014). The subject of this study was the book of the physics teacher for class X, 2013 curriculum, vector material. The variables analyzed were the character values that were instilled and not instilled in students during the class X class vector material physics learning process. The character variables that were instilled in students during the physics learning process for class x vector material were honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, appreciating achievement, friendly/communicative, peace-loving, fond of reading, caring social, and responsibility. The individual variables that have been now no longer instilled in college students throughout the physics studying method for sophistication X vector cloth have been non secular individual, countrywide spirit, love for the motherland, and take care of the environment.

The data collection instrument in this study is the documentation technique. Documentation technique is one of the ways used to analyze documents. Researchers collected data through document analysis techniques, carried out by reading, taking notes, and collecting data from written data sources. The researcher reviewed the 2013 high school physics teacher's book on vector material. In this study using qualitative data analysis. Data retrieval techniques from written sources by researchers in order to

obtain support for analysis. The researcher analyzed what character values were instilled and not instilled in students during the physics learning process of class x vector material, as well as what short-term negative impacts and long-term negative impacts existed if the character values were instilled and not instilled in students. students themselves during the process of learning physics vector material for class x. Researchers grouped what characters were and were not found in content/material analysis, item analysis, and task analysis. Then these characters the researcher analyzes the short-term and long-term impacts that occur on students. Researchers look for references and collect them in the form of books and journals related to research conducted by researchers.

3. RESULT AND DISCUSSION

Result

The results of this study contained 18 characters which were analyzed according to the physics teacher's book for class X curriculum 2013 vector material. The analysis begins by loading the analysis of content or material, questions and assignments. In the three analyzes there are several characters that are stated and not stated so that they can have an impact on students if they do not have these characters. The character values contained in the physics teacher's book for class X curriculum 2013 vector material are listed in [Table 1](#).

Table 1. Character Values Embedded in Vector Material

Character	Analysis		
	Content (Material)	Question	Task (Project)
Honest	62, 63, 64, 66	62, 64	67
Responsibility	61, 62, 63, 64, 66	62, 64	67
Tolerance	59, 61, 63, 66		67
Discipline	62, 63, 64, 66	62, 64	67
Hard work	59,61,62, 63, 64, 66	62, 64	67
Creative	59, 61, 63, 66	62, 64	67
Independent	62, 63, 64, 66	62, 64	67
Democratic	59, 61, 63, 66		67
Curiosity	59, 61, 63, 64, 66	62, 64	67
Appreciating Achievements	61, 63, 66		
Friendly/Communicative	59, 61, 63, 66		67
Love peace	59, 61, 66		67
Like to read	61, 63, 66	62, 64	67
Social care	61		

Based on [Table 1](#), it is known that in the analysis of the character content contained in it, namely honest character, character of responsibility, character of tolerance, character of discipline, character of hard work, creative character, independent character, democratic character, character of curiosity, character appreciating achievement, character friendly/communicative, peace-loving character, reading-loving character, and social care character. In the analysis of the character questions contained in it, namely honest character, responsibility character, discipline character, hard work character, creative character, independent character, curiosity character, and reading character. There are also characters that are not contained in the analysis, namely the character of tolerance, democratic character, character respecting achievement, friendly/communicative character, peace-loving character and social care character. Furthermore, in the task analysis of the character projects contained in it, namely the character of honesty, responsibility, tolerance, discipline, hard work, creative, independent, democratic, curiosity, friendly/communicative, peace-loving, and fond of reading. There are also characters that are not stated in the project task analysis, namely the character of appreciating achievement and the character of social care. The character values that are not stated in the physics teacher's book for class X curriculum 2013 vector material are listed in [Table 2](#).

Based on [Table 2](#), it is known that the characters in the analysis of material content, problem analysis and project task analysis of character values that are not stated are religious characters, national spirit characters, patriotism characters, and environmental care characters.

Table 2. Character Values Not Included in Vector Material

Character	Content (Material)	Analysis Question	Task (Project)
Religious	-	-	-
Spirit of nationality	-	-	-
Love the homeland	-	-	-
Environmental care	-	-	-

Discussion

It can be seen from the 18 characters that only 14 characters were implanted and 4 characters were not instilled by the teacher to students in learning physics for class x vector material. From this statement, there are quite a number of character values that have been applied by teachers to students, but there are still 4 characters that are not instilled in students. The 4 characters are religious character, national spirit character, patriotism character, and environmental care character. So for characters that are not instilled this will cause a negative impact on students. Therefore, there is a short-term impact and a long-term impact on the character that educators do not instill in students in learning physics for class X vector material. The long-term impact contained in vector material, by instilling the character of appreciating students' achievements in vector material, students in attitude and action always want to provide assistance to friends in their class who have difficulty understanding displacement material as vectors. Disciplined character, with a disciplined character in the material content on vector material in the long term will produce students who are creative and achievers who will encourage these students to be successful and successful in learning or in later life (Murniyetti et al., 2016; Yuliyanto et al., 2018). The long-term impact that is not contained in vector material, without instilling a religious character in students in subchapter 1 on vectors, students can commit violence to their friends in class when learning transfer material as vectors. Without instilling the character of caring for the environment, a student who does not have the character of caring for the environment, lacks a sense of empathy or one's concern for the awareness of throwing garbage in its place which causes frequent floods and skin diseases (Ramdan & Fauziah, 2019; Susilawati et al., 2019). From this statement, it can be analyzed that students can litter, such as throwing garbage in the classroom and throwing garbage in the school yard. This in the long term can pollute the environment and can cause flooding in the environment.

Based on the results and discussion above, to overcome the short-term and long-term negative impacts of not instilling religious character, national spirit, love for the homeland, and caring for the environment, an evaluation can be carried out, especially for educators to apply character values during the learning process in each subject. For this reason, the role of teachers is very important in the educational process that occurs in formal schools. The quality of teachers will determine the quality of the future of the educational process (Narimo et al., 2019; Susilo et al., 2022). This research is in line with previous research that teachers or educators have a very important role to instill character values in students (Nabilah & Nana, 2019). The limitation of previous research is that there are only 7 indicators that have been able to achieve, namely the character of honesty, discipline, confidence, caring, creativity, mutual cooperation, and responsibility. The findings of previous research did not analyze the 18 existing character values, because if only 7 indicators were achieved out of the 18 existing indicators, this would still be insufficient to form student character values.

Based on that, the researcher conducted this research to analyze 18 character values in class X students in learning vector material physics. And the result was that of the 18 character values there were only 14 character values that were instilled/achieved by the teacher to students in physics learning class x vector material namely honest character, responsibility, tolerance, discipline, hard work, creative, independent, democratic, curiosity, appreciating achievement, friendly/communicative, peace-loving, fond of reading, and social care. And there are 4 character values that are not instilled/have not been achieved by teachers to students in class X learning vector material namely religious character, national spirit, love for the motherland, and care for the environment. From this statement there are quite a lot of character values that have been applied by teachers to students, so that character formation will run optimally. But there are still 4 characters that are not instilled in students. So for characters that are not instilled this will have a negative impact on students. Therefore, there are short-term and long-term impacts on character that are not instilled by educators in students in class X learning vector material. The implication of this study help teachers design instructional strategies that incorporate character education to improve student learning outcomes. The findings of the research can provide insights into the factors that affect student motivation, engagement, and achievement in learning physics. The research can contribute to the development of a holistic approach to education that considers both academic and

character development. The limitation of this research limited to a specific group of students and may not be generalizable to other contexts. This research influenced by the biases of the researcher, which can affect the validity of the findings. The research limited by the fact that character values are complex constructs that are difficult to measure accurately.

4. CONCLUSION

Based on the explanation above, it can be concluded that in the physics learning process for class X vector material there are character values that are instilled in students. The characters that are instilled are honest, responsible, tolerant, disciplined, hardworking, Creative, independent, democratic, curiosity, admire for achievement, friendly/communicative, love peace, like to read, and social care. And there are still many character values that are not instilled in students. The characters that are not instilled are religious character, national spirit character, patriotism character, and environmental care character. So for characters that are not instilled this will cause a negative impact on students. Therefore, there are short-term negative impacts and long-term negative impacts on characters that are not instilled by educators to students in learning physics for class X vector material.

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