



The Influence of Understanding the Material "Living in Peace with Honesty and Trustworthiness" on Students' Learning Commitment at SD Negeri 0307 Siundol Jae

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Abstract:

This study aims to analyze the influence of understanding the material Living in Peace with Honesty and Trustworthiness on students' learning commitment at SD Negeri 0307 Siundol Jae. Honesty and trustworthiness are essential character values in shaping students' discipline and responsibility, which ultimately contribute to improving their learning quality. This study employs a quantitative approach with a correlational technique. Data were collected through observation, questionnaires, and interviews with fifth- and sixth-grade students. The results of the study indicate that a good understanding of the material Living in Peace with Honesty and Trustworthiness has a positive and significant impact on students' learning commitment. Students who understand and apply the values of honesty and trustworthiness in their daily lives tend to have higher learning motivation, greater discipline in completing assignments, and a stronger sense of responsibility toward their school obligations. Additionally, the role of teachers in providing a deep understanding of these values also plays a crucial role in shaping students' character development. Based on the study findings, it is recommended that schools further strengthen character education, particularly the values of honesty and trustworthiness, through more interactive and applicable teaching methods. Furthermore, support from parents and the surrounding environment is essential to ensure that these values are consistently practiced in students' daily lives, both at school and at home. Thus, students are expected to develop a stronger learning commitment and become responsible and integrity-driven individuals.

Keywords: Honesty, Learning Commitment, Character Education, Elementary School.

INTRODUCTION

Character education is one of the crucial aspects of the educational system, particularly at the elementary school level. Strong character serves as a foundation for students in developing discipline, responsibility, and commitment to learning. One of the learning materials that instill character values is Living in Peace with Honesty and Trustworthiness, which emphasizes the importance of being honest and trustworthy in daily life. Honesty and trustworthiness not only shape good personality traits but also contribute to enhancing students' motivation and seriousness in learning. At SD Negeri 0307 Siundol Jae, the implementation of character education in learning is a primary focus in fostering a

generation with integrity. However, there are variations in students' understanding of honesty and trustworthiness and their impact on learning commitment. Some students demonstrate a high level of discipline in completing assignments and behave honestly, while others still lack understanding and application of these values in their daily lives. Therefore, this study aims to analyze the influence of understanding the material Living in Peace with Honesty and Trustworthiness on students' learning commitment at SD Negeri 0307 Siundol Jae. By understanding the relationship between character values and learning commitment, the findings of this study are expected to provide recommendations for schools and teachers to enhance the effectiveness of character education in the school environment.

METHODS

This study employs a quantitative approach with a correlational method to analyze the relationship between understanding the material Living in Peace with Honesty and Trustworthiness and students' learning commitment. This approach aims to determine the extent to which the understanding of honesty and trustworthiness influences students' motivation, discipline, and responsibility in learning. The study was conducted at SD Negeri 0307 Siundol Jae, with research subjects consisting of fifth- and sixth-grade students.

The data in this study were obtained from primary and secondary sources. Primary data were collected through questionnaires to measure students' understanding of the material and their learning commitment, direct observations to assess the application of honesty and trustworthiness values in the school environment, and interviews with teachers and students to gain deeper insights into character education. Meanwhile, secondary data were obtained from school documents and literature reviews related to character education and learning commitment.

The data analysis process involved several stages. First, validity and reliability tests were conducted to ensure that the research instruments were reliable in measuring the variables studied. Second, Pearson correlation analysis was applied to examine the relationship between understanding the values of honesty and trustworthiness and students' learning commitment. Third, descriptive analysis was used to interpret data from observations and interviews to understand how students and teachers perceive the importance of these values in the teaching and learning process. Finally, result interpretation was carried out to draw conclusions regarding the influence of understanding honesty and trustworthiness on students' learning commitment and to provide recommendations for improving character education in elementary schools. Through this approach, this study is expected to contribute to the field of education by enhancing the effectiveness of character-based learning.

RESULTS

Based on the research conducted at SD Negeri 0307 Siundol Jae, it was found that understanding the material Living in Peace with Honesty and Trustworthiness has a positive and significant impact on students' learning commitment. The findings indicate that students with a high level of understanding of honesty and trustworthiness tend to be more motivated in learning, more disciplined in completing assignments, and have a stronger sense of responsibility. The relationship between students' understanding of honesty and trustworthiness and their learning commitment is evident in their classroom behavior. Students who understand and apply these values demonstrate greater consistency in completing assignments, refrain from cheating during exams, and actively participate in group discussions. Conversely, students with a low understanding of these values tend to be less disciplined, frequently procrastinate on assignments, and exhibit lower levels of responsibility in learning activities.

The role of teachers in character education is crucial in guiding students to comprehend and internalize the values of honesty and trustworthiness. Teachers who set

real-life examples and integrate these values into practical learning methods can help students apply honesty and trustworthiness in their daily lives. Additionally, teachers emphasize that parental involvement plays a significant role in sustaining character education, as character formation occurs not only in schools but also within family environments.

Several factors support or hinder the implementation of honesty and trustworthiness values in learning. Supporting factors include a school environment that promotes character education, teachers' active involvement in mentoring students, and parents' engagement in instilling these values at home. However, obstructing factors include the lack of effective learning methods to teach honesty and trustworthiness, as well as inconsistencies in reinforcing character education outside of school settings.

The research findings, obtained through questionnaires, observations, and interviews, further validate these conclusions. Among the 50 student respondents, 80% of students with a high level of understanding of honesty and trustworthiness demonstrated a strong commitment to learning. Meanwhile, 15% of students with a moderate understanding exhibited a fairly good learning commitment, and only 5% of students with a low understanding showed poor learning commitment.

Observations revealed that students with a strong grasp of honesty and trustworthiness were more disciplined in completing tasks, more engaged in discussions, and demonstrated higher academic integrity. In contrast, students with a lower level of understanding were more likely to submit assignments late and showed less responsibility in learning activities.

Interviews with teachers further supported these findings. Teachers stated that students with a good understanding of honesty and trustworthiness not only exhibited higher motivation in learning but also displayed better social interactions at school. Teachers also emphasized that character education must be continuously reinforced at home so that these values become deeply ingrained and form an integral part of students' personalities.

Data Verification

To ensure the accuracy of data in this study, several verification steps were undertaken. The first step was data triangulation, which involved comparing the results from questionnaires, observations, and interviews to ensure the consistency of findings. The questionnaire results, which indicated a positive relationship between students' understanding of honesty and trustworthiness and their learning commitment, were reinforced by findings from observations and interviews with teachers.

Next, validity and reliability tests were conducted on the research instruments. The validity test using Pearson correlation aimed to ensure that each question in the questionnaire accurately measured the variables under study. Meanwhile, the reliability test was performed using the Cronbach's Alpha method to assess the consistency of respondents' answers, ensuring that the instrument used was reliable in measuring the relationship between students' understanding of honesty and trustworthiness and their learning commitment.

As the final step, confirmation with teachers and students was conducted to ensure that the data interpretation aligned with real conditions in the field. The analyzed findings were revalidated with teachers and students to confirm that the research results truly reflected the actual situation in the school. Based on these verification steps, it can be concluded that understanding the material *Living in Peace with Honesty and Trustworthiness* has a significant impact on students' learning commitment. Therefore, schools are encouraged to strengthen character education through more interactive and applicable strategies to enhance the effectiveness of character-based learning for students.

CONCLUSION

The findings of this study indicate that understanding the material Living in Peace with Honesty and Trustworthiness has a positive and significant influence on students' learning commitment at SD Negeri 0307 Siundol Jae. Students with a strong understanding of honesty and trustworthiness tend to be more motivated in learning, more disciplined in completing assignments, and have a greater sense of academic responsibility. The data validation process, conducted through triangulation, validity tests, and reliability tests, ensures a high level of confidence in these research findings. Confirmations from teachers and students further reinforce that character education based on honesty and trustworthiness plays a crucial role in enhancing the quality of student learning. Therefore, implementing character education should adopt a more interactive and collaborative approach within the school environment. This study finds a positive correlation between students' understanding of honesty and trustworthiness and their learning commitment. Eighty percent (80%) of students with a high understanding of character values demonstrate a high level of learning commitment, indicating a strong correlation between character comprehension and learning motivation. Additionally, the role of teachers is highly significant in instilling character values through teaching methods and daily exemplary behavior. A supportive school environment that promotes character education, along with parental involvement in shaping students' character, serves as a key factor in strengthening the internalization of honesty and trustworthiness. However, this study also identifies challenges in implementing character education, such as the lack of applicable teaching methods and inconsistency in reinforcing character values outside of school. From an academic perspective, this study contributes new insights into the relationship between character education and students' learning commitment, particularly in the context of primary education. The findings also reaffirm that character education should not be seen as merely an additional subject in the curriculum but as an integral part of the school learning system. Furthermore, these results can serve as a foundation for future research that aims to explore the effectiveness of character-based teaching methods in improving students' academic performance. From a social perspective, this study provides valuable insights for schools, teachers, and parents in shaping children's character from an early age. By strengthening students' understanding of honesty and trustworthiness, students not only gain academic benefits but also develop responsibility and integrity in their daily lives. Moreover, the research findings can serve as a reference for formulating more effective character education policies, both at the school level and on a broader scale. As a result, it is expected that future generations will develop strong moral values and a high learning ethic..

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