Chapter 1

INTRODUCTION

1.1 Research Background

There are so many factors in influencing someone's performance. We may say in usual conversation that factors include their understanding for the subject or we can say that is cognitive, their understanding for procedural stages also known as skill and their attitudinal stage known as affective. Those factors usually used in measuring study performance of students.

Based on Bloom's (1956) and Gagne's taxonomies about learning outcomes, Kraiger et. al (1993) propose three categories of learning outcomes: cognitive, skill-based, and affective. Cognitive usually relates with the theories and subject knowledge. Students' cognitive usually can be measured by exam system. The result of exam system can be given with measured scores depends the system's regulation.

Standards for students to pass the exam is one of the example in determining whether the students understand the theories or not. Skill usually relates with the students' ability to perform the procedural given. The terms of skill, in this case, is how fast the students applied their learning despite study atmosphere, whether it gives the students some advantages or give some deficiencies. Affective usually relates with the students' attitudinal towards the tasks given. This factor can be resulted in motivational intention, drives the students' desires in getting the objective of the learning activities.

Gagne (1984) stated that affective can determine behavior or performance that there are a variety of mediums devoted to affecting attitudes, for example, advertising, and that there is evidence that attitudes can be changed. Gagne define an attitude as an internal state that influences the choice of personal action. An emphasis on behavioral or cognitive measurement at the expense of attitudinal and motivational measurement provides an incomplete profile of learning and the learning process (Gagne, 1984; Messick, 1984). However, researcher refer to affectively based measurement as a class of variables. In affective factor, there are some results in students' learning. According to Gagne's definition before, affective outcomes are attitude and motivational intention. Motivational intentions can be resulted on students' self-efficacy and goal setting.

In this research, the researcher takes interest on affective factors, like attitudinal or character related to find out how big this factor influences students' performance. In Indonesia, we find that one of the importance on education development is the needs of commitment in character education. The Constitutions Number 20 clause 3 (2003) stated that the function of national education is to develop ability and establish the character along with the dignified civilization in order to enrich the life of a nation. This system implemented in curriculum basis which enforce as curriculum 2013. It integrates character education in improvise the knowledge and students' skills in school, build the students'curiousity and encourage them to engage on the process actively. This is, hopefully, can produce a quality human resources with the character as a main drive in achieving the target of learning. In his study, Larson (2009) stated

that students are developing mentally, physically, socially, and emotionally from teachers, school counselors, administrators, support staff and other students. Nowadays, many cases shows that the bullying accident through the students occur. Rigby (2009) stated that many bullying practices accepted throughout the states resulted on damaging the minority of students mentally, emotionally, physically and academically.

Character education, here, is the way of preventing that action by encourage more students to think about treating others differently. Also in relation with Rigby's stretement before, one of character education goals here is to maintain the performance of students as it can minimize the probability of oppression among students learning that directly has an impact on students' achievement. With the success in character education, there will be a probability that the students can achieve good academical scores.

Scoring method for students becomes more complex to determine, like in Indonesia which implement Curriculum 2013 as education system. Alawiyah (2013) based on Ministry of Culture and Education states changed elements for competency standard, content standard, process standard and scoring standard. In scoring standard, change lies in the scoring method from pure test method to authentic scoring like behaviors, skills and knowledge based on process and result.

In order to prove the statement before, the researcher will analyze through discussion on title "**The Correlation Between Character Education and Students' Academic Achievements".**

1.2 Problem Statements

In relation with the background stated before, researcher wants to analyze the problems given:

1. How is the correlation between character education and students achievements?

2. Is there any influence on gender differences, which implies the cases of female students is more succesful than male's in implementing character education to obtain academical achievement?

1.3 Purpose of Research

The general purpose of this research is to obtain data and information that is related for analyzing the data. In specific, the purpose of this research are:

1. To identify whether the correlation of character education and students achievements is positively related or not

2. To analyze whether there are influences in based on gender that influence students' achievements or not

1.4 Benefit of Research

This research is expected to give benefit:

1. For Government (Kemendiknas)

It is expected that this research can provide additional information and also feedback to Government in order to help in developing educational system that based on character education (Curriculum 2013). It is also expected that this research can be the material for consideration in taking actions and implementation related.

2. For High Schools

This research, hopefully, can provide some explanations in implementation of character education and also provide data that school can use to evaluate and help them in which way is the effective way on implementing the education system.

3. For Researcher

This research can provide a chance for the researcher in applying the knowledge and theory that have been learned. By analyzing the case that occur in education system, it is expected it will give the researcher some new insight in the field related. This research also help the researcher to fulfill the university's regulation as to become graduate, the students must conduct the research and make thesis for it.

4. For Other Researchers

This research also hopefully can help and contribute to the research that takes the same topic.

1.5 Scope of Research

This research will provide data and information about the influence of character education towards students' achievements. The limit of the research context is focusing on high schools students that located in west sumatra, which is now some of classes use curriculum 2013 that based on character education as the learning system.