

CHAPTER V

CONCLUSION, LIMITATIONS AND RECOMMENDATION OF RESEARCH

This chapter provides conclusion drawn from results and discussion presented in the previous chapter, followed by assessment of the potential limitation present to study, implication and possible future directions for the research

5.1 Conclusion of the Research

Based on the result and discussion about the character education's correlation with academic achievement and gender's role in character education and academic achievement, it can be concluded as followed:

1. The purpose of this research was to know about the correlation between character education and role of gender in students' academic achievement from the class 1 and class 2 students on chosen nine high schools which implemented curriculum 2013. This research conducted by using questionnaire distribution. The measurements of the variables are 6 items for Appreciation for achievement (D1), 3 questions for Religious and living in harmony (D2), 3 questions for honesty (D3), 4 questions for creative and curiosity (D4), 3 questions for tolerance to diversity (D5) and 2 questions for discipline (D6). Data have been proceeding by using SmartPLS 3 and SPSS 20 for windows.
2. Based on hypothesis test, there is different result between dimensions which represented character education's correlation with academic achievement. For

D1, D3 and D4, the correlation shows negative toward academic achievement, while the other dimension like D2, D5 and D6 shows positive correlation with academic achievement. The researcher concludes that character education is not in positive correlation with student's academic achievement.

3. Based on hypothesis test, gender role on character education and academic achievement has little impact. Although female students slightly better than male students in learning based on character education given and female students also better in academic achievement, the differences between male and female is just too little.

5.2 Limitation of the Research

Researcher found some limitation when conducted this research. Some of limitation and the recommendations are as follows:

1. Size of the sample. It is really limited sample in this research because it's hard to get the permission of the schools in getting students' scores information. Only 91 samples that is valid and proceed. Responses to the questionnaire may be influenced by individual's mood and by the environmental peer conditions in the time questionnaires were completed.
2. Research Location. The population and area or scope of research is class 1 and class 2 on the choosen 9 high schools located in West Sumatra. This is in due to the fact that these high schools already maintain curriculum 2013 as their learning system.
3. This research only used character education as variable that can be positively

correlated with academic achievement, and gender role in both of character education and students' academic achievement.

5.3 Recommendation of the Research

Several recommendations to future researchers:

1. The next research can gather the data more than 200 samples to strengthen the validity through the data process. It can be including all of the students class level, as the school already implemented curriculum 2013 for 3 years
2. A comparison research between final score of the students that will graduate this year with the students one year before can be conducted and may predict the changes brought by curriculum 2013 as the character education-based system.
3. From the result, there are more variable in character education traits that can influence academic achievement, hopefully the other researcher will identified these variables.
4. To use the qualitative approach also to strengthen the data from quantitative approach. In future research, it will be better to use moderator variable to get different result

