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Ghozali. (2014). *Structural Equation Modeling Metode Alternatif dengan Partial Least Square (Edisi Kedua ed.)* Badan Penerbit Universitas Diponegoro.

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Mussen. (1989). *Perkembangan dan Kepribadian Anak*. (A. b. Budiyanto., Ed.). Arcan.

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**Before:**

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Tanis, H. J. H. (2013). Pentingnya pendidikan character building dalam membentuk kepribadian mahasiswa. 4(2), 1212-1219.

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Thoah, H. (1996). *Kapita Selektta Pendidikan Islam*. Pustaka Pelajar. Yogyakarta.

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Winarni, S. J. J. P. K. (2013). Integrasi pendidikan karakter dalam perkuliahan (1).

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Thank you

Your Sincerely,

Rianawati

# Character Teaching Effect on College Student Social-Emotional Character Development; Case in Indonesia

Rianawati, Pontianak State Institute for Islamic Studies, Indonesia,

ORCID: <https://orcid.org/0000-0002-1340-3525>, email; [rianawatipsga@gmail.com](mailto:rianawatipsga@gmail.com)

Imron Muttaqin, Pontianak State Institute for Islamic Studies, Indonesia,

ORCID: <https://orcid.org/0000-0002-1239-7055>, email; [imron.muttaqin@gmail.com](mailto:imron.muttaqin@gmail.com)

Saifuddin Herlambang, Pontianak State Institute for Islamic Studies, Indonesia.

ORCID: <https://orcid.org/0000-0003-0883-7086>, email; [sayf.herlambang@gmail.com](mailto:sayf.herlambang@gmail.com)

Wahab, Pontianak State Institute for Islamic Studies, Indonesia,

ORCID: <https://orcid.org/0000-0002-3965-6459>, email; [abdulwahabassambasi@gmail.com](mailto:abdulwahabassambasi@gmail.com)

Mawardi, University of Muhammadiyah Pontianak, Indonesia,

ORCID: <https://orcid.org/0000-0002-8375-9543>, email; [mawardi.polnep@gmail.com](mailto:mawardi.polnep@gmail.com)

## Authorship contribution statement ;

Rianawati; conceptualization, research design. Imron Muttaqin: data analysis. Saifuddin Herlambang: Writing/drafting manuscript. Wahab: editing/reviewing. Mawardi: translating

## \* Corresponding Author

Rianawati,

ORCID: <https://orcid.org/0000-0002-1340-3525>, email; [rianawatipsga@gmail.com](mailto:rianawatipsga@gmail.com)

## Abstract:

This study aimed to investigate the effect of character teaching on college student social-emotional character development. The study was conducted at IAIN Pontianak, Universitas Tanjungpura and Universitas Muhammadiyah Pontianak. Sample was 1284 students, 388 male and 896 Female. Partial Least Square-Structural Equation Modelling (PLS-SEM) data analysis using SmartPLS. The findings reveals character teaching was predict college student honesty, prosocial, respect at home, respect at school, self-control, and self-development. This study suggest college/university to pay full attention for lecturers to supervises student assignments, student seriousness and discipline, check students presence strictly, give course assessments sample, and grading their assignments on scheduled. At the end of conclusion, implication and suggestion are given.

**Keyword:** Character teaching, college student, social-emotional development

## Introduction

Indonesia has a national policy master plan informs the ethical values in the nation's life and state have shifted, and awareness of the nation's cultural values has faded (National policy book for Nation Character Development 2010-2025). Therefore, concrete steps are needed by all parties to carry out education and character internalization in the next generation. Character education is an effort to encourage people to grow and develop well, ethically, have attractive personalities, be intelligent, honest, and have the capacity and commitment to do good things. This effort can be made by combining all parties, such as parents, educational institutions and the community. Therefore, investigating character teaching is important; at least for several reasons. First, previous studies suggested improving character-based education (Berkowitz, 2011); Second, character education is important to humanists, intelligent, skilled, independent, disciplined, noble, so it needs to be integrated into higher education curriculum (Tanis, 2013). Third, character education is essential for a person; good or bad behavior is also determined by the character formed in the past. This study uses college students as participants for several reasons. First, previous studies inform that character is a more important criterion for student entrance selection, although less important for academic success (Kern & Bowling, 2015). Second, other studies also inform that character education contributes to the professional identity of students (Guo et al., 2018). Third, education role is not only as a transfer of knowledge but is also a place to develop the attitudes, behavior, leadership, and student character (Rokhman et al., 2014).

College is the educational institution plays an important role in developing the potential, resources, and students character (Alazmi & Alazmi, 2020); the role is undoubted with the support of stakeholders, parents, and administrative sections who also play an vital role in character education (Singh, 2019). Parents also still play a significant role in character development because they are

the longest interacting with students. The previous study shows that college can be used to develop student character. This study was conducted in three universities in Indonesia (Insitut Islam Negeri Pontianak, Tanjungpura University and Muhammadiyah Pontianak University). Regarding students' perception of character teaching, there is a significant positive relationship between students' perception of the school's sense of belonging and strengthening of character (Lee & Huang, 2021); in essence, the character can be supported and developed.

In addition, several studies have discussed it, among others; based on a sample of 5000 students at all levels, Arthur revealed they (students) believe teacher can change their character (Arthur, 2011). Other studies inform that students' character can be developed and grow slowly and sustainably through education. The study of 920 students of secondary schools in Hong Kong also reported character education affects students' social competence (Cheung & Lee, 2010). Studies in the Philippines have also shown that the strength of characters such as gratitude, fairness, hope, love learning influences positive emotions and academic self-efficacy (Datu & Jose Mateo, 2020). Some of the previous study show that character education is very important for students because it is related to academic, social, and emotional. It means that lecturers in universities also have an important role in educating students' character. As social beings, humans need social competencies that serve as capital to live together in society. Social competence is influenced by many factors, including character education during college.

Some of these studies show that character can also be developed during studenthood but is it true? Is not that character shaped since someone was a child, especially the age of 0 to 6 years old, called the golden age? It will be exciting to study because the character's internalization is usually continuously done since childhood to be attached to a person. Does character internalization in college students still affect social-emotional and character? This question is interesting because

there are also studies inform students that student performance will also be better if they get character education during in the college (Isdaryanti et al., 2018). Character is an attribute becomes an individual's identity. Conceptually, the character is a concept of actions, attitudes, and practices shape personality or distinguish individuals from others. Character term has the meaning of psychiatric traits, morals, or ethics that distinguish from others (Indonesia, 1995). The term originally comes from the Greek "to mark," meaning "mark." Latin characters are "kharassein" and "kharax," meaning "tools for marking," in French "caractere" and adopted English as "Character." Poerwadarminta explained that character is interpreted as character, psychiatric traits, morals, or ethics distinguish one from others (Kemendiknas, 2010).

Character education is a conscious and deliberate attempt to cultivate virtue in oneself (Lickona, 1999); this effort involves all related parties such as parents, schools, the environment, and society. Previous studies revealed that character education positively impacts students' character values in the form of religious importance, personality, social and competitive attitudes (Zurqoni, Retnawati, Apino, et al., 2018). Therefore, education needs to facilitate character formation, design good character development programs, provide models, interventions, consistent habituation, and character strengthening (Zurqoni, Retnawati, Arlinwibowo, et al., 2018).

Internalization is imagination, deepening, deep mastery through coaching, guidance, and so on (Indonesia, 1995), so internalization is the process of making values fused into one's personality. Value is an important aspect becomes material to be internalized in a person. As Chabib Thoha states, internalization is a technique in value education whose goal is to own values that are fused with personality (Thoha, 2006). In learning, teacher knowledge about character education integrated with the curriculum supports character education (Citra, 2012), Therefore, it is necessary to continue to remind teachers and lecturers who teach to use character values that

participate in internalization through the learning process. The college also needs support by preparing character teaching materials that can be integrated into all course syllabuses. Integration of character teaching in lectures can be done by including character values in the syllabus and learning implementation plan, teaching materials and media, classroom implementation, assessment, monitoring, and evaluation of activities thoroughly (Winarni, 2013).

Some of the important characters need to be grown are the character of gratitude, hope, justice, and love of learning (Datu & Jose Mateo, 2020). Religious education and learning affect the ethics of student behavior (Halim Tamuri et al., 2013), so it is interesting to study whether there is an influence of character education in college with social-emotional student character. Character internalization is the process of planting and developing a value or culture through imagination, deepening, deep mastery through coaching and guidance. Specifically, character teaching in this study is seen as a process of internalizing values and character through education. Therefore, this study uses the theory of internalization of values/characters consisting of character transformation, character transactions, trans-internalization (Muhaimin, 2008).

Other study informs that character internalization can be implemented through character mingling, character example, character model, value integration in learning (Hidayati et al., 2020), also in the learning implementation plan, setting good model in class and daily activities on university. The character transformation is where educators explain positive and negative values; at this stage of transformation, educators play an active role because it is one way. While the character transaction stage is carried out in two directions, both lecturers and students engage in reciprocal relationships; both are active together. Furthermore, the stage of character trans-internalization in communication is carried out using direct behavior, mental communication, and character and personality are highly emphasized. At this stage, lecturers and college students are involved in

more depth; at this stage, lecturers and students are involved mentally, not just physically. Furthermore, at the stage of character habituation, students are expected to act, act, and speak according to good habits that have been emphasized repeatedly. Nasih Ulwan stated character education could also be implemented through model and control/supervision. The character model is important in shaping the student's character; they get model directly from their teacher. Model is important in character education (Prasetyo et al., 2019), and character model is one of the character education methods (Munawwaroh, 2019); the teacher model will boost character education (Wardhani & Wahono, 2017).

Socio-emotional character development is needed for social and community life. The better person's social-emotional is the more ready he can get along with his community. The person's social-emotional character development grows since he was a child and develops his character. The socio-emotional aspect is closely related to self-confidence, social skills, and the ability to control one's own emotions, where the optimization is determined by the quality of cooperation between people, teachers/lecturers, and the environment. Social-emotional development is the ability to manage and express emotions completely, both positive and negative, interacting with others around them, and actively learning by exploring their environment (Gartner et al., 2012). Social-emotional and character development aimed to increase social quality strength and important emotional for success in life. Prosocial and honesty is part of positive and important emotional. Prosocial is an act of helping that benefits others without providing a direct benefit to the person who performs the act, and it can even harm the person who helps (Baron & Byrne, 2004). This practical action aims to physically and psychologically improve the recipient of the aid. Prosocial behavioral aspects are sharing, helping, donating, cooperating, and honesty (Mussen, 1989).

The good character needs to be developed is honesty, which is based on being trusted in words, actions, and work (Gunawan, 2012). Honesty will lead students to their good in the future. Related to social and emotional life and other good character development, attitudes and traits in association both at home and at school/campus also play an important role in student success. Respect when at school/campus and home to parents can be used to indicate social-emotional and character development. If students' social-emotional is good and respects on others, they will readily do self-development and control over themselves to choose the best for themselves. Student's social and emotional attitudes affect their lives, so social emotions health is needed for them. Maintaining emotional and social health is important for college students because it is related to their academics. Researchers have created instrument to measure social-emotional health. For instance, Furlong (2016) created instrument for measure health called Social Emotional Health-Higher Education (SEHs-HE) contains 36 items. Furlong's instruments are used to measure social-emotional health ,while this study contains elements of character development. Therefore, the study used other instruments related to character development besides social and emotional aspect. The social-emotional and Character Development Scala (SECDS) developed by Peter Ji because it is more appropriate for the present study (Ji et al., 2021).

The study was approved by ethical committee's of The Teacher Training and Education Faculty (Fakultas Tarbiyah dan Ilmu Keguruan), Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak) protocol number 349/KOMET/FTIK/2022 and research letter from the Institute for Research and Community Service (Lembaga Penelitian dan Pengabdian Kepada Masyarakat) Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak), West Kalimantan Indonesia (protocol number: B-147/In.15/LP2M/HM.01/03/2022).

Regarding to the research question, we proposed following hypotheses;

Hypothesis 1. Character teaching will predict college student prosocial.

Hypothesis 2. Character teaching will predict college student honesty.

Hypothesis 3. Character teaching will predict student self-development.

Hypothesis 4. Character teaching will predict college student self-control.

Hypothesis 5. Character teaching will predict college student respect at school/college.

Hypothesis 6. Character teaching will predict college student respect at home.

## **Methodology**

### ***Research design***

This study uses survey design, data collection from sample using questionnaires given online. survey chosen because this study has a purpose; 1) collect data on student opinions about character teaching and socio-emotional development. 2) generalize through a representative sample, 3) find out the influence of variables on other variables in natural setting. 4) this study aims to test predetermined hypotheses. 5) there is still doubt about the influence of the variables used, so it takes a survey and testing to strengthen the belief.

### ***Sample and data collection***

The population of this study was students from Institut Agama Islam Negeri Pontianak, Tanjungpura University, and Muhammadiyah Pontianak University. The study was conducted with simple random sampling techniques. The sample of this study was 1284 college students, 388 male and 896 female, simple random sampling technique used. All active students are given an instrument filling link through google form with their college permission. Five option of Likert scale used; (1) strongly disagree, (2) disagree, (3) netral, (4) agree, and (5) strongly agree.

College students sample came from 16 departement; Islamic Education Departement (408), Syari'ah Bussiness Departement (97), Islamic Familiy Law Departement (86), Mathematic Education Departement (17), Arabic Language Departement (29), PGMI Departement (39), PIAUD Departement (29), Syari'ah Bank Departement (89), PPG (76) Islamic Psychology Departement (25), Statistic Departement (11), Islamic Counseling Departement (109), Syari'ah Accounting Departement (65), Syari'ah Economic (137) and Public Administration Departement (33). The present study conducted seven months from June 2021 to December 2021 in West Kalimantan Province. The population of this study is all students of IAIN Pontianak, Tanjungpura University, and the Muhammadiyah University of Pontianak.

Character teaching instrument designed based on Muhaimin's theory consisting of character transformation, character transactions, and character trans-internalization (Muhaimin, 2008). All character indicators designed by the researcher team are placed in one construct because it is a unity of character teaching process. Nonetheless, all indicators are created with different codes to distinguish their constructs. Character transformation indicator as many as 5 indicators (CT1 until CT5), character transaction indicators as many as 6 indicators (CT6 until CT11), character trans-internalization using 5 indicators (CT12 until CT16). Furthermore, this study uses Muhammad Nasih Ulwan's basic character habituation, character good news, and character supervision (Nasih Ulwan, 2004). Five indicators of character habituation (CT17 until CT21), 6 character model (CT22 until CT27), and 5 indicators of character control (CT28 until CT32) are created by researchers. The Socio-emotional character development instrument using indicators proposed by Peter Ji, David L. DuBois, and Brian R. Flay (Ji et al., 2021). This instrument consists of prosocial dimensions, honesty, respect at school, home, self-development, and self-control. Prosocial dimensions have 5 indicators (PS1-PS5), honesty has 5 indicators (H1-H5), respect at school 5

indicators (RaS1-RaS5), respect at home 4 indicators, self-development 4 indicators, and self-control 4 indicators.

### ***Analyzing of data***

Data analysis using Partial Least Square (PLS) Structural Equation Modelling (SEM). SmartPLS Software used due to its ability to predict and can be used for relatively small samples. In addition, because it is able to calculate the validity of the construct with confirmatory factor analysis (CFA) needed in this research quickly as well as conducting a path analysis. Analysis factor confirmatory in this research was used to calculate indicators from the construct of this study. CFA is a part of SEM that is used to test the way indicators describe or represent numbers from a construct.

### **Findings / Results**

The present study aims to determine the effect of character teaching on honesty, prosocial, respect at home, respect at school, self-control and self-development using model and structural measurement. Model measurements are performed by calculating the validity and reliability of the instrument. The indicator was assessed with three measurement; 1) indicator loading and internal consistency reliability, 2) convergent validity, and 3) dicriminant validity (Hair et al., 2019).

figure1

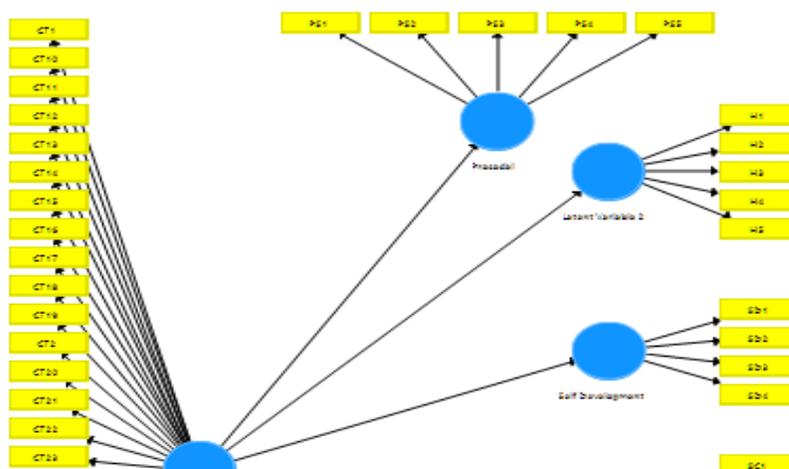


Figure 1. Hypothetic model

### **Measures models**

The measurement model was assessed with three measures; 1) indicator loading and internal consistency, 2) convergent validity and 3) discriminant validity. The indicator loadings value used to inspect indicators validity. If the indicators loadings value is more than 0.7, the indicator is ideal for assessing the construct. Indicators get score less than 0.7 are excluded from the model because they do not match the minimum criteria (Hair et al., 2019). Table 1 shows detail of loadings indicators of all constructs. Cronbach's alpha ( $\alpha$ ) and composite reliability (CR) reported for instruments internal consistency reliability. This study implemented the threshold set; Cronbach's alpha ( $\alpha$ ) should be  $> .600$  (Ghozali, 2014) and CR should be  $> .708$ . Constructs which obtain composite reliability values  $\geq .7$  have high reliability. SmartPLS output show that prosocial got a value of 0.83, honesty got a score of 0.88, respect at home got a value of 0.88, respect at school

got a value of 0.91, self-development got a value of 0.86, self-control received a value of 0.82 and character teaching got a value of 0.91. These numbers show that the instrument is reliable.

Convergent validity is a degree indicates the conformity between the measurement attributes of the measuring instrument and its theoretical concepts. Discriminant validity testing of this study is based on the value of AVE (Average of Variance Extracted). Convergent validity intended to determine relationship between indicators measures at the same construct. Convergent validity is met if the AVE value  $\geq .500$  (Henseler, 2009).

**Table 1. Reflective indicator loadings and internal consistency**

Construct	Item	loadings	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	Consideration
Character education	CT24	0.717	0.857	0.862	0.898	0.638	Valid and reliable
	CT28	0.800					
	CT30	0.842					
	CT31	0.810					
	CT32	0.819					
Honesty	H1	0.717	0.823	0.830	0.876	0.586	Valid and reliable
	H2	0.800					
	H3	0.800					
	H4	0.713					
	H5	0.792					
	PS1	0.774	0.688	0.698	0.828	0.616	Valid and reliable
	PS2	0.841					
	PS4	0.736					
Respect at home	RaH1	0.793	0.813	0.812	0.877	0.640	Valid and reliable
	RaH2	0.838					
	RaH3	0.812					
	RaH4	0.755					
Respect at school	RaS1	0.742	0.873	0.880	0.908	0.665	Valid and reliable
	RaS2	0.886					
	RaS3	0.864					
	RaS4	0.767					
	RaS5	0.808					
	SC1	0.727	0.666	0.671	0.817	0.599	Valid and reliable
	SC2	0.810					

	SC3	0.783					
	SD1	0.739	0.789	0.795	0.863	0.612	Valid and reliable
	SD2	0.790					
	SD3	0.813					
	SD4	0.785					

Discriminant validity is indicated by a discrepancy between attributes that should not be measured by a measuring instrument with a theoretical concept of the variable. Discriminant validity of reflective indicator measurements is calculated based on the cross-loading value of the variable manifest against each latent variable. If the correlation between latent variables with each indicator is more significant than the correlation with other variables, then the latent variable can predict the indicator better than other latent variables. Table 3 exhibits the detail of Fornell-Larcker Criterion.

**Table 3. fornel-larcker cross loading**

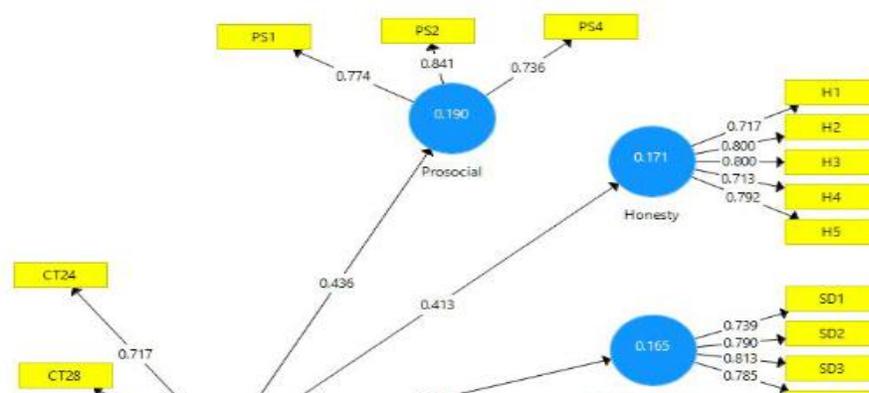
	Character Teaching	Honesty	Prosocial	Respect at Home	Respect at School	Self-Control	Self-Development
Character Teaching	0.799						
Honesty	0.413	0.765					
Prosocial	0.436	0.527	0.785				
Respect at Home	0.339	0.487	0.400	0.800			
Respect at School	0.361	0.495	0.471	0.627	0.815		
Self-Control	0.379	0.536	0.429	0.399	0.422	0.774	
Self-Development	0.406	0.488	0.444	0.456	0.533	0.414	0.782

Discriminant validity also appears when construct were above 0.9. all construct value must lower than 0.9. Henseler suggest values not greater than .0 for testing validity of discriminant which suggest that all indicator based on the Heterotrait-Monotrait Ratio are valid (Henseler et al., 2009).

Discriminant validity also appear when HTMT value of indicator are higher than .900. Table 4 inform all construct HTMT value were lower than 0.900.

Table 4. HTMT

	Character Teaching	Honesty	Prosocial	Respect at Home	Respect at School	Self-Control	Self-Development
Character Teaching							
Honesty	0.487						
Prosocial	0.562	0.702					
Respect at Home	0.400	0.601	0.531				
Respect at School	0.412	0.589	0.602	0.748			
Self-Control	0.500	0.733	0.640	0.551	0.568		
Self-Development	0.487	0.610	0.605	0.570	0.646	0.582	



## Figure 2. final model

### Structural model assessment

Structural model measurements using by reporting 1) collinearity issue, 2) coefficient determination ( $r^2$ ), 3) effect size ( $f^2$ ), 4) predictive relevance ( $q^2$ ) using blindfolding procedure, and 5) path coefficient. *First*, collinearity test using to test whether this model is worth using. An instrument is eligible to proceed to the following process if the VIF value is less than 3 for the inner model, while for the outer model, it is smaller than 10 (Sarstedt et al., 2017). Character education is a predictor of prosocial, honesty, self-development, self-control, respect at school/college and respect at home. Character teaching is predictor of prosocial (VIF = 1.000), honesty (VIF = 1.000), self-development (VIF = 1.000), self-control, (VIF = 1.000), respect at school/college (VIF = 1.000), and respect at home (VIF = 1.000). Table 7 shows VIF value.

### Tabel 7. VIF value

	Honesty	Prosocial	Respect at Home	Respect at School	Self-Control	Self-Development
Character Teaching	1.000	1.000	1.000	1.000	1.000	1.000

Second, Coefficient determination ( $r^2$ ). The goodness of Fit (GoF) testing is seen from the  $r^2$  value. The coefficient of determination is a variant of proportions on endogenous variables that exogenous variables can predict. Values range from 0 to 1; 0.75 is substantial, 0.50 moderate and 0.25 weak (Chin, 1998). honesty 0.170 (weak), Prosocial construct  $r^2$  values 0.189 (weak), self-development 0.164 (weak), self-control 0.143 (weak), respect at school 0.130 (weak), respect at home 0,114 (weak). In detail, the values obtained by each construct can be seen in table 8.

**Table 8. Coefficient determination ( $R^2$ )**

	R Square	R Square Adjusted
Honesty	0.171	0.170
Prosocial	0.190	0.189
Respect at Home	0.115	0.114
Respect at School	0.130	0.130
Self-Control	0.144	0.143
Self-Development	0.165	0.164

*Third*, Effect size ( $f^2$ ) measurement is done by looking at changes in coefficient of determination ( $r^2$ ) values, this change in value is used to see the effect of exogenous latent variables on endogenous variables, whether they have a substantive influence (Ghozali, 2014). The same  $f^2$  achievement recommended by Cohen (1988), which is 0.02 has little effect; 0.15 has a moderate influence, and 0.35 means it has a significant influence on the structural level (Chin, 1998).

**Effect size ( $F^2$ ) table**

	Honesty	Prosocial	Respect at Home	Respect at School	Self-Control	Self-Development
Character Teaching	0.206	0.235	0.130	0.150	0.168	0.197

*Fourth*, predictive relevance. The Stone-Geisser ( $Q_2$ ) test is a statistical test to measure how well the model and the resulting parameters produce the observation value (predictive relevance). If the  $Q_2$  value is greater than 0, then the model has predictive relevance, while if it is less than 0, it means that the model has no predictive relevance (Ghozali, 2014). If  $Q_2$  is greater than 0, exogenous constructs are predictively relevant to endogenous constructs. The relevant predictive value criteria are 0.02 (small predictive), 0.15 (medium) and 0.35 (large). Table 9 shows predictive relevance value.

**Table 9. Predictive relevance**

	SSO	SSE	$Q^2 (=1 - SSE/SSO)$
Character Teaching	6420.000	6420.000	
Honesty	6420.000	5787.621	0.099
Prosocial	3852.000	3407.601	0.115
Respect at Home	5136.000	4769.135	0.071
Respect at School	6420.000	5875.925	0.085
Self-Control	3852.000	3529.389	0.084
Self-Development	5136.000	4625.840	0.099

*Fifth*, path coefficient. The calculation of path coefficient between endogenous and exogenous constructs was performed with 5000 bootstrap applying 5% (one tailed) of significance level (figure 2). Character education is a significant predictor for prosocial ( $\beta=0.426$ ;  $t=15,386$ ,  $p=0.000$ ), and also significantly predicts honesty ( $\beta=0.407$ ;  $t=14,624$ ,  $p=0.000$ ), and also a significant predictor of self-development ( $\beta=0.401$ ;  $t=14,970$ ,  $p=0.000$ ), predicts significantly self-control ( $\beta=0.356$ ;  $t=12,624$ ,  $p=0.000$ ), significant in predicting respect at school ( $\beta=0.360$ ;

t=12,362, p=0.000), and lastly also significantly predict respect at home ( $\beta=0.338$ ; t=11,200, p=0.000), table 6 shows path coefficient.

**Table 6. Path Coefficient**

	$\beta$	Sample Mean	Standard Deviation	T Statistics ( O/STDEV )	P Values
Character Teaching -> Honesty	0.413	0.415	0.028	14.875	0.000
Character Teaching -> Prosocial	0.436	0.438	0.027	15.991	0.000
Character Teaching -> Respect at Home	0.339	0.341	0.030	11.363	0.000
Character Teaching -> Respect at School	0.361	0.362	0.029	12.487	0.000
Character Teaching -> Self-Control	0.379	0.381	0.028	13.689	0.000
Character Teaching -> Self-Development	0.406	0.407	0.027	14.964	0.000

## Discussion

Regarding the **1<sup>st</sup> hypothesis** (character teaching affect prosocial college students) was accepted. The output of SmartPLS provided a  $\beta$ ; 0,436, t-statistic 15,991 (was greater than 1.96), p-values .000 (was below .05). It means the effect is significant. The  $R_2$  value was 0.190, and R-square adjusted is 0.189, means character education had a weak effect on prosocial construct. The result of the blindfolding calculation is 0.115, which indicates the presence of a medium predictive relevance and shows that exogenous constructs are a relevant predictor of endogenous constructs. Character teaching by CT24 lecturer gives an example of a disciplined by entering classroom on time, control student assignment in order to foster honest character (CT28), discipline (CT30), neatness and cleanliness (CT31), and liveliness and timely in grading and assigning grade timely (CT32) affect the student's prosocial. Prosocial behavior is a behavior that benefits others; it has positive social consequences and connects the psychological well-being of others. Prosocial indicators in the form of statements; play nicely with others (PS1), do things that are good for the

group (PS2), show that character surveillance affects prosocial indicators. good things for group in class (PS3) , I treat my friends the way I like to be treat (PS4), nice with different friend (PS5). These five indicators are also affect tolerance ability, as one of the prosocial elements, so this findings is consistent with character education affects student tolerance (Mujahidin et al., 2021). When lecturers give assignments and examine each group of students carefully, it will give rise to the honest attitude of students and attitudes that can cooperate with others well, especially in one group. It also gives rise to a positive attitude despite being in a group with friends who are different from him. This results also consistent with previous study that shows that the older a person gets, the prosocial also increases (Mayr & Freund, 2020). The higher age of students than schoolchildren is also a factor in the increase in prosocial, let alone strengthened by a critical system to be better and motivated and their performance gets attention. In order to strengthen students prosocially, support is needed for students (Guo, 2017), for example, by providing motivation, adequate learning resources, and clarity of information.

**The 2<sup>nd</sup> hypothesis** is the effect of character teaching on Honesty. Based on the results of the analysis of hypothesis data received because it obtained value  $\beta$ ; 0,413, t-statistic 14.875 and P-Values .000 (below .05), which means the effect is significant. The value of  $R^2$  is 0.171, and R-square adjusted 0.170. This output shows that character education influences Honesty even though it is weak. The result of blindfolding calculations is 0.096, indicating weak predictive relevance and that exogenous constructs can be used as relevant predictors of endogenous constructs. Lecturers need to carry out their duties well to educate, train, teach and evaluate their students (Irawati & Idrus, 2019). The attitude of lecturers who examine the jelly of tasks and provide assessments objectively influences Honesty, an important trait for the younger generation (James, 1933), Honesty is one of the core character that needs attention (Pala & Studies, 2011).

**Regarding the 3<sup>rd</sup> hypothesis**, on the section hypotheses state there are effect of character teaching on self-development. SmartPLS output provided  $\beta$ ; 0,406, t-statistic; 14,964, p-values .000 (was below .05), it's means the effect is significant. Hypothesis was accepted because t-statistic was greater than 1.96. The  $R^2$  value was 0.165, and the R-square adjusted was 0.164, shows that character education has a weak influence on self-development. The blindfolding calculations was 0.099 indicates predictive relevance at the weak level and shows that exogenous constructs are a relevant predictor of endogenous constructs. This findings support effect of character education on self-development. This findings also consistent with previous study. By controlling the seriousness and thoroughness of student tasks, lecturers motivate students to develop themselves automatically (Lumbantobing et al., 2020), this motivation to develop themselves also affects students' academic achievement (Kusumajati et al., 2017; Prasetyo et al., 2017).

**Confirming the 4<sup>th</sup> hypothesis** about the effect of character education on self-control is accepted, as it obtains a statistical result;  $\beta$ ; 0,406, t-statistic; 14,904, p-values .000 (was below .05) which means the effect is positive and significant. The value of  $R^2$  is 0.166, and R-square adjusted 0.165. This result shows that character education has a weak effect on self-control. The blindfolding calculation was 0.084, It's indicates the presence of predictive relevance at the weak level and shows exogenous constructs are a relevant predictor of endogenous constructs. This findings consistent with previous research that revealed the moral influence on students' self-control (Hidayah, 2021). Values and morals are the main elements of character, and if this element has been fused in a person, then there will be strong self-control based on values and morals, especially when college students get lecturers' attention for their assignment, disciplines, seriousness and their grade timely.

**The 5<sup>th</sup> hypothesis** states there are effect of character education on respect at school/college was accepted. SmartPLS output provided  $\beta$ ; 0,361, t-statistic; 12.487, p-values .000 (was below .05), t-statistic was greater than 1.96. It's means the effect is significant level. The of  $R^2$  was 0.130, and R-square adjusted was 0.130. It's shows that character education had a weak effect on respect at school. The result of blindfolding calculations was 0.085. This findings indicates that exogenous constructs are a relevant predictor of endogenous constructs although weak predictive relevance. This findings support previous research inform student trust will grow and student be more motivated (Hernández-López et al., 2016).

Objectively assess student assignments (C1), control and monitor the seriousness of student learning (C2), control student discipline (C3), neatness and cleanliness of students (C4), and pay attention to the activeness (C5) is part of professional and pedagogical competence. This competence affects the character of students who are characterized by speaking politely to lecturers (RaS1), obeying lecturers (RaS2), following the directions of lecturers (RaS3), and listening to lecturers without disturbing them (RaS4). Lecturers who examine student assignments in a timely and objectively will affect student confidence (Pachler et al., 2019). This belief can increase respect at school/college. In addition, the performance of lecturers who carry out their duties well also increases student learning motivation so that this construct is positively related to the construct of respect at school (Anra & Yamin, 2017).

**Confirming the 6<sup>th</sup> hypothesis** of present study, the smartPLS output provide  $\beta$ ; 0,339, t-statistic; 11,363, p-values of .000 (was below .05). The hypothesis was accepted because the t-statistic was greater than 1.96. The  $R^2$  was .115, and R-square adjusted was .114. This indicated that character teaching had a weak effect on respect at home. Nevertheless, this study reveals the effect of character education on respect at home. The result of the blindfolding calculation is 0.071, which

indicates the presence of predictive relevance although weak and indicates that exogenous constructs are a relevant predictor of endogenous constructs. In the Covid-19 era, students learn from their homes. Therefore, they interact more with family at home.

Parents can know lecturers' tasks, control and monitor in home so that positive interactions are built. Students will speak politely at home, obeying parents, listening to advice, and following the rules at home are the inevitability, understanding, and support of parents while students study at home will affect their character and motivation. Strength of character is the basic foundation of lifelong character attached to a person (Park et al., 2009), good character towards parents and siblings at home and parental support and the role of lecturers who teach in college play an important role in the development of student character.

In addition, the findings of this study consistent and support previous research conducted on IAIN Lhokseumawe students who show that pedagogical competence is the most influential competence on student character (Rahmah & Fadhli, 2021), the lecturers ability in making problems, correcting tasks, and attention to the character and discipline of students become factors contribute to student character. In general, the results of this study are in line with the study (Azhari, 2017) that a lecturer is tasked with educating, teaching, training, guiding, and evaluating. Lecturers should examine the tasks given to students carefully supervise the learning, seriousness, neatness, activeness, and timeliness of students in collecting assignments.

The influence of character education on prosocial, honesty, self-development, self-control, respect at school, and respect at home, although weak, managed to prove that character supervision positively affects all constructs. Universities can also maximize student boarding schools to intensify education further because pesantren is a place of total character internalization (Baharun, 2017) so that in the future, students become superior human resources because they have good

character (Tyas et al., 2020). The study also shows that Socio-Emotional Character Development (SECD) is essential for the student level (Elias, 2009). SECD can also be used for the college student level, not just for elementary, middle, and high school (Coelho et al., 2015; Moreira et al., 2015; Wang et al., 2015).

### **Conclusion**

Based on the results and discussion at the previous chapter, this study conclude as follow; 1) Character teaching can predict college student prosocial, 2) Character teaching can predict college student honesty, 3) Character teaching can predict college student self-development, 4) Character teaching can predict college student self-control, 5) Character teaching can predict college student respect at school/college, and 6) Character teaching can predict college student respect at home. Although the influence is weak, the results of this study prove that there is a positive influence of character education on prosocial, honesty, self-development, self-control and respect at home.

### **Recomendations**

Based on this findings, it;s recommended for lecturer to strenghten character internalization on teaching, Further researchers can also retest character teaching dimension and indicators on socio-emotional development of students on larger sample. This research also expected to be used as material input for other researchers to conduct similar research with other methods.

### **Limitations**

This study has some limitations; social emotional character development participants consisting of students are not known before, so that it could be that the existing character is the formation of previous character education. Therefore, more in-depth next research is needed with calculations on the results of previous character education.

### **Authorsip contribution statement**

Rianawati; conceptualization, research design. Imron Muttaqin: data analysis. Saifuddin Herlambang: Writing/drafting manuscript. Wahab: editing/reviewing. Mawardi: translating

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# Character Teaching Effect on College Student Social-Emotional

## Character Development; Case in Indonesia

### Short title for rRunning head: Character teaching

Rianawati, Pontianak State Institute for Islamic Studies, Indonesia,

ORCID: <https://orcid.org/0000-0002-1340-3525>, email; [rianawatipsga@gmail.com](mailto:rianawatipsga@gmail.com)

Imron Muttaqin, Pontianak State Institute for Islamic Studies, Indonesia,

ORCID: <https://orcid.org/0000-0002-1239-7055>, email; [imron.muttaqin@gmail.com](mailto:imron.muttaqin@gmail.com)

Saifuddin Herlambang, Pontianak State Institute for Islamic Studies, Indonesia.

ORCID: <https://orcid.org/0000-0003-0883-7086>, email; [sayf.herlambang@gmail.com](mailto:sayf.herlambang@gmail.com)

Wahab, Pontianak State Institute for Islamic Studies, Indonesia,

ORCID: <https://orcid.org/0000-0002-3965-6459>, email; [abduwahabassambasi@gmail.com](mailto:abduwahabassambasi@gmail.com)

Mawardi, University of Muhammadiyah Pontianak, Indonesia,

ORCID: <https://orcid.org/0000-0002-8375-9543>, email; [mawardi.polnep@gmail.com](mailto:mawardi.polnep@gmail.com)

### Authorship contribution statement ;

Rianawati; conceptualization, research design. Imron Muttaqin: data analysis. Saifuddin Herlambang: Writing/drafting manuscript. Wahab: editing/reviewing. Mawardi: translating

### \* Corresponding Author

Rianawati,

ORCID: <https://orcid.org/0000-0002-1340-3525>, email; [rianawatipsga@gmail.com](mailto:rianawatipsga@gmail.com)

### Abstract:

This study aimed to investigate the effect of character teaching on college student social-emotional character development. The study was conducted at IAIN Pontianak, Universitas Tanjungpura and Universitas Muhammadiyah Pontianak. Sample was 1284 students, 388 male and 896 Female. Partial Least Square-Structural Equation Modelling (PLS-SEM) data analysis using SmartPLS. The findings reveals character teaching ~~has a significant and positive effect on~~ ~~was predict~~ college student honesty, prosocial, respect at home, respect at school, self-control, and self-development. This study suggest college/university to pay full attention for lecturers to supervises student assignments, student seriousness and discipline, check students presence strictly, give course

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assessments sample, and grading their assignments on scheduled. At the end of conclusion, implication and suggestion are given.

**Keyword:** Character teaching, college student, social-emotional development

Indonesia has a national policy master plan ~~informs~~contains the ethical values in the nation's life and state have shifted, and awareness of the nation's cultural values has faded (National policy book for Nation Character Development 2010-2025). ~~Therefore, concrete steps are needed by all parties to carry out education and character internalization in the next generation.~~ Character education is an effort to encourage people to grow and develop well, ethically, have attractive personalities, be intelligent, honest, and have the capacity and commitment to do good things. This effort can be made by combining all parties, such as parents, educational institutions and the community. Therefore, investigating character teaching is important; at least for several reasons. First, previous studies suggested improving character-based education (Berkowitz, (2011); (Berkowitz, 2011) (Berkowitz, 2011 #19657)(Berkowitz, 2011); Second, character education is important to humanists, intelligent, skilled, independent, disciplined, noble, so it needs to be integrated into higher education curriculum (Tanis, 2013). ~~(Tanis, 2013)(Tanis, 2013).~~ Third, character education is essential for a person; good or bad behavior is also determined by the character ~~bulided~~formed in the past. This study uses college students as participants for several reasons. First, previous studies inform that character is a more important criterion for student entrance selection, although less important for academic success\_ (Kern & Bowling, 2015). Second, other studies also inform that character education contributes to the professional identity of students (Guo et al., 2018). Third, education role is not only as a transfer of knowledge but is

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also a place to develop the attitudes, behavior, leadership, and student character (Rokhman et al., 2014).

College is the educational institution plays an important role in developing the potential, resources, and students' character (Alazmi & Alazmi, 2020); the role is undoubted with the support of stakeholders, parents, and administrative sections who also play a vital role in character education (Singh, 2019). Parents also still play a significant role in character development because they are the longest interacting with students. The previous study shows that college can be used forte to develop student character. This study was conducted in three universities in Indonesia (Insitut Islam Negeri Pontianak, Tanjungpura University and Muhammadiyah Pontianak University). Regarding students' perception of character teaching, there is a significant positive relationship between students' perception of the school's sense of belonging and strengthening of character (Lee & Huang, 2021); in essence, the character can be supported and developed.

~~In addition, several studies have discussed it, among others; based on a sample of 5000 students at all levels, Arthur revealed~~ Previous study reported they (students) students believe teacher can change their character (Arthur, 2011). Other studies inform that students' character can be developed and grow slowly and sustainably through education. The study of 920 students of secondary schools in Hong Kong also reported character education affects students' social competence (Cheung & Lee, 2010). Studies in the Philippines have also shown that the strength of characters such as gratitude, fairness, hope, love learning influences positive emotions and academic self-efficacy (Datu & Jose Mateo, 2020). Some of the previous study show that character education is very important for students because it is related to academic, social, and emotional. It means that lecturers in universities also have an important role in educating students' character. As

social beings, humans need social competencies that serve as capital to live together in society. Social competence is influenced by many factors, including character education during college. Some of these studies show that character can also be developed during studenthood but is it true? Is not that character shaped since someone was a child, especially the age of 0 to 6 years old, called the golden age? It will be exciting to study because the character's internalization is usually continuously done since childhood to be attached to a person. Does character internalization in college students still affect social-emotional and character? This question is interesting because there are also studies inform students that student performance will also be better if they get character education during in the college (Isdaryanti et al., 2018). Character is an attribute becomes an individual's identity. Conceptually, the character is a concept of actions, attitudes, and practices shape personality or distinguish individuals from others. Character term has the meaning of psychiatric traits, morals, or ethics that distinguish from others (Indonesia, 1995). The term originally comes from the Greek "to mark," meaning "mark." Latin characters are "kharassein" and "kharax," meaning "tools for marking," in French "caractere" and adopted English as "Character." Poerwadarminta explained that character is interpreted as character, psychiatric traits, morals, or ethics distinguish one from others (Kemendiknas, 2010).

Character education is a conscious and deliberate attempt to cultivate virtue in oneself (Lickona, 1999); this effort involves all related parties such as parents, schools, the environment, and society. Previous studies revealed that character education positively impacts students' character values in the form of religious importance, personality, social and competitive attitudes (Zurqoni, Retnawati, Apino, et al., 2018). Therefore, education needs to facilitate character formation, design good character development programs, provide models, interventions, consistent habituation, and character strengthening (Zurqoni, Retnawati, Arlinwibowo, et al., 2018).

Internalization is imagination, deepening, deep mastery through coaching, guidance, and so on (Indonesia, 1995), so internalization is the process of making values fused into one's personality. Value is an important aspect becomes material to be internalized in a person. As Chabib Thoha states, internalization is a technique in value education whose goal is to own values that are fused with personality (Thoha, 2006). In learning, teacher knowledge about character education integrated with the curriculum supports character education (Citra, 2012), Therefore, it is necessary to continue to remind teachers and lecturers who teach to use character values that participate in internalization through the learning process. The college also needs support by preparing character teaching materials that can be integrated into all course syllabuses. Integration of character teaching in lectures can be done by including character values in the syllabus and learning implementation plan, teaching materials and media, classroom implementation, assessment, monitoring, and evaluation of activities thoroughly (Winarni, 2013).

Some of the important characters need to be grown are the character of gratitude, hope, justice, and love of learning (Datu & Jose Mateo, 2020). Religious education and learning affect the ethics of student behavior (Halim Tamuri et al., 2013), so it is interesting to study whether there is an influence of character education in college with social-emotional student character. Character internalization is the process of planting and developing a value or culture through imagination, deepening, deep mastery through coaching and guidance. Specifically, character teaching in this study is seen as a process of internalizing values and character through education. Therefore, this study uses the theory of internalization of values/characters consisting of character transformation, character transactions, trans-internalization (Muhaimin, 2008).

Other study informs that character internalization can be implemented through character mingling, character example, character model, value integration in learning (Hidayati et al., 2020), also in

the learning implementation plan, setting good model in class and daily activities on university. The character transformation is where educators explain positive and negative values; at this stage of transformation, educators play an active role because it is one way. While the character transaction stage is carried out in two directions, both lecturers and students engage in reciprocal relationships; both are active together. Furthermore, the stage of character trans-internalization in communication is carried out using direct behavior, mental communication, and character and personality are highly emphasized. At this stage, lecturers and college students are involved in more depth; at this stage, lecturers and students are involved mentally, not just physically. Furthermore, at the stage of character habituation, students are expected to act, act, and speak according to good habits that have been emphasized repeatedly. Nasih Ulwan stated character education could also be implemented through model and control/supervision. The character model is important in shaping the student's character; they get model directly from their teacher. Model is important in character education (Prasetyo et al., 2019), and character model is one of the character education methods (Munawwaroh, 2019); the teacher model will boost character education (Wardhani & Wahono, 2017).

Socio-emotional character development is needed for social and community life. The better person's social-emotional is the more ready ~~he~~ can get along with his community. The person's social-emotional character development grows since he was a child, ~~and develops his character.~~ The socio-emotional aspect is closely related to self-confidence, social skills, and the ability to control one's own emotions, where the optimization is determined by the quality of cooperation between people, teachers/lecturers, and the environment. Social-emotional development is the ability to manage and express emotions completely, both positive and negative, interacting with others around them, and actively learning by exploring their environment (Gartner et.al.,

2012). Social-emotional and character development aimed to increase social quality strength and important emotional for success in life. Prosocial and honesty is part of positive and important emotional. Prosocial is an act of helping that benefits others without providing a direct benefit to the person who performs the act, and it can even harm the person who helps (Baron & Byrne, 2004). This practical action aims to physically and psychologically improve the recipient of the aid. Prosocial behavioral aspects are sharing, helping, donating, cooperating, and honesty (Mussen, et al 1989).

The good character needs to be developed is honesty, which is based on being trusted in words, actions, and work (Gunawan, 2012). Honesty will lead students to their good in the future. Related to social and emotional life and other good character development, attitudes and traits in association both at home and at school/campus also play an important role in student success. Respect when at school/campus and home to parents can be used to indicate social-emotional and character development. If students' social-emotional is good and respects on others, they will readily do self-development and control over themselves to choose the best for themselves. Student's social and emotional attitudes affect their lives, so social emotions health is needed for them. Maintaining emotional and social health is important for college students because it is related to their academics. Researchers have created instrument to measure social-emotional health. For instance, Furlong (2016) created instrument for measure health called Social Emotional Health-Higher Education (SEHs-HE) contains 36 items. Furlong's instruments are used to measure social-emotional health, while this study contains elements of character development. Therefore, the study used other instruments related to character development besides social and emotional aspect. The social-emotional and Character Development Scala (SECDS) developed by Peter Ji because it is more appropriate for the present study (Ji et al., 2021).

The study was approved by ethical committee's of The Teacher Training and Education Faculty (Fakultas Tarbiyah dan Ilmu Keguruan), Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak) protocol number 349/KOMET/FTIK/2022. This study also was approve by and research letter from the Institute for Research and Community Service (Lembaga Penelitian dan Pengabdian Kepada Masyarakat) Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak), West Kalimantan Indonesia (protocol number: B-147/In.15/LP2M/HM.01/03/2022).

Regarding to the research question, we proposed following hypotheses;

Hypothesis 1. CCharacter teaching ~~will predict~~has a significant and positive effect on college student prosocial.

Hypothesis 2. CCharacter teaching has a significant and positive effect on ~~will predict~~ college student honesty.

Hypothesis 3. CCharacter teaching has a significant and positive effect on ~~will predict~~ student self-development.

Hypothesis 4. CCharacter teaching has a significant and positive effect on ~~will predict~~ college student self-control.

Hypothesis 5. CCharacter teaching has a significant and positive effect on ~~will predict~~ college student respect at school/college.

Hypothesis 6. CCharacter teaching has a significant and positive effect on ~~will predict~~ college student respect at home.

## Methodology

Research Design

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This study uses survey design, data collection from sample using questionnaires given online. survey chosen because this study has a purpose; 1) collect data on student opinions about character teaching and socio-emotional development. 2) generalize through a representative sample, 3) find out the influence of variables on other variables in natural setting. 4) this study aims to test predetermined hypotheses. 5) there is still doubt about the influence of the variables used, so it takes a survey and testing to strengthen the belief.

#### *Sample and Data Collection*

**Commented [RIN5]:** Sample and Data Collection

The population of this study was students from Institut Agama Islam Negeri Pontianak, Tanjungpura University, and Muhammadiyah Pontianak University. The study was conducted with simple random sampling techniques. The sample of this study was 1284 college students, 388 male and 896 female, simple random sampling technique used. All active students are given an instrument filling link through google form with their college permission. Five option of Likert scale used; (1) strongly disagree, (2) disagree, (3) netral, (4) agree, and (5) strongly agree.

College students sample came from 16 departement; Islamic Education Departement (408), Syari'ah Bussiness Departement (97), Islamic Familiy Law Departement (86), Mathematic Education Departement (17), Arabic Language Departement (29), PGMI Departement (39), PIAUD Departement (29), Syari'ah Bank Departement (89), PPG (76) Islamic Psychology Departement (25), Statistic Departement (11), Islamic Counseling Departement (109), Syari'ah Accounting Departement (65), Syari'ah Economic (137) and Public Administration Departement (33). The present study conducted seven months from June 2021 to December 2021 in West Kalimantan Province. The population of this study is all students of IAIN Pontianak, Tanjungpura University, and the Muhammadiyah University of Pontianak.

Character teaching instrument ~~designed based on~~modified from Muhaimin's theory consisting of character transformation, character transactions, and character trans-internalization (Muhaimin, 2008). All character indicators ~~designed by the researcher team~~ are placed in one construct because it is a unity of character teaching process. Nonetheless, all indicators are created with different codes to distinguish their constructs. Character transformation indicator as many as 5 indicators (CT1 until CT5), character transaction indicators as many as 6 indicators (CT6 until CT11), character trans-internalization using 5 indicators (CT12 until CT16). Furthermore, this study uses Muhammad Nasih Ulwan's basic character habituation, character good news, and character supervision (Nasih Ulwan, 2004). Five indicators of character habituation (CT17 until CT21), 6 character model (CT22 until CT27), and 5 indicators of character control (CT28 until CT32) are created by researchers. The Socio-emotional character development instrument ~~using indicators proposed by~~from Peter Ji, David L. DuBois, and Brian R. Flay (Ji et al., 2021) used. This instrument consists of prosocial dimensions, honesty, respect at school, home, self-development, and self-control. Prosocial dimensions have 5 indicators (PS1-PS5), honesty has 5 indicators (H1-H5), respect at school 5 indicators (RaS1-RaS5), respect at home 4 indicators, self-development 4 indicators, and self-control 4 indicators.

#### Analizing of Data

~~Data analysis using~~ Partial Least Square (PLS) Structural Equation Modelling (SEM) data analysis using ~~SmartPLS Software~~ This software used due ~~ofte~~ its ability to predict contract effects and can be used for ~~relatively~~ small samples and easy to use.

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Measurement of model using validity and reliability test, and structural model assessed by collinearity, coefficient determinations, effect size, predictive relevance, variant inflation factors and path coefficient.

~~In addition, because it is able to calculate the validity of the construct with confirmatory factor analysis (CFA) needed in this research quickly as well as conducting a path analysis. Analysis factor confirmatory in this research was used to calculate indicators from the construct of this study. CFA is a part of SEM that is used to test the way indicators describe or represent numbers from a construct.~~

### **Findings / Results**

The present study aims to determine ~~the~~ effect of character teaching on honesty, prosocial, respect at home, respect at school, self-control and self-development using model and structural measurement. Model measurements are performed by calculating the validity and reliability of the instrument. The indicator was assessed with three measurement; 1) indicator loading and internal consistency reliability, 2) convergent validity, and 3) dicriminant validity (Hair et al., 2019).

~~figure+~~

Figure 1. Hypothetic *M*model

*Measures models*

The measurement model was assessed with three measures; 1) indicator loading and internal consistency, 2) convergent validity and 3) discriminant validity. The indicator loadings value used to inspect indicators validity. If the indicators loadings value is more than 0.7, the indicator is ideal for assessing the construct. Indicators get score less than 0.7 are excluded from the model because they do not match the minimum criteria (Hair et al., 2019). Table 1 shows detail of loadings indicators of all constructs. Cronbach's alpha ( $\alpha$ ) and composite reliability (CR) reported for instruments internal consistency reliability. This study implemented the threshold set; Cronbach's alpha ( $\alpha$ ) should be  $> .600$  (Ghozali, 2014) and CR should be  $> .708$ . Constructs which obtain composite reliability values  $\geq .7$  have high reliability. SmartPLS output show that prosocial got a value of 0.83, honesty got a score of 0.88, respect at home got a value of 0.88, respect at school got a value of 0.91, self-development got a value of 0.86, self-control received a value of 0.82 and character teaching got a value of 0.91. These numbers show that the instrument is reliable.

Convergent validity is a degree indicates the conformity between the measurement attributes of the measuring instrument and its theoretical concepts. Discriminant validity testing of this study is based on the value of AVE (Average of Variance Extracted). Convergent validity intended to determinite relationship between indicators measures at the same construct. Convergent validity is met if the AVE value  $\geq .500$  (Henseler, 2009).

*Table 1. Reflective Indicator Loadings and Internal Consistency*

**Commented [RIN7]:** Table 1. Reflective Indicator Loadings and Internal Consistency

Construct	Item	loadings	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	Consideration
Character education	CT24	0.717	0.857	0.862	0.898	0.638	Valid and reliable
	CT28	0.800					
	CT30	0.842					
	CT31	0.810					
	CT32	0.819					
Honesty	H1	0.717	0.823	0.830	0.876	0.586	Valid and reliable
	H2	0.800					
	H3	0.800					
	H4	0.713					
	H5	0.792					
PS	PS1	0.774	0.688	0.698	0.828	0.616	Valid and reliable
	PS2	0.841					
	PS4	0.736					
Respect at home	RaH1	0.793	0.813	0.812	0.877	0.640	Valid and reliable
	RaH2	0.838					
	RaH3	0.812					
	RaH4	0.755					
Respect at school	RaS1	0.742	0.873	0.880	0.908	0.665	Valid and reliable
	RaS2	0.886					
	RaS3	0.864					
	RaS4	0.767					
	RaS5	0.808					
SC	SC1	0.727	0.666	0.671	0.817	0.599	Valid and reliable
	SC2	0.810					
	SC3	0.783					
SD	SD1	0.739	0.789	0.795	0.863	0.612	Valid and reliable
	SD2	0.790					

SD3	0.813
SD4	0.785

Discriminant validity is indicated by a discrepancy between attributes that should not be measured by a measuring instrument with a theoretical concept of the variable. Discriminant validity of reflective indicator measurements is calculated based on the cross-loading value of the variable manifest against each latent variable. If the correlation between latent variables with each indicator is more significant than the correlation with other variables, then the latent variable can predict the indicator better than other latent variables. Table 3 exhibits the detail of Fornell-Larcker Criterion.

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*Table 3. Fornell-Larcker & Cross Loading*

	CT	H	P	RaH	RaS	SC	SD
Character Teaching	0.799						
Honesty	0.413	0.765					
Prosocial	0.436	0.527	0.785				
Respect at Home	0.339	0.487	0.400	0.800			
Respect at School	0.361	0.495	0.471	0.627	0.815		
Self-Control	0.379	0.536	0.429	0.399	0.422	0.774	
Self-Development	0.406	0.488	0.444	0.456	0.533	0.414	0.782

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Discriminant validity also appears when construct were above 0.9. all construct value must lower than 0.9. Henseler suggest values not greater than .0 for testing validity of discriminant which suggest that all indicator based on the Heterotrait-Monotrait Ratio are valid (Henseler et al., 2009). Discriminant validity also appear when HTMT value of indicator are higher than .900. Table 4 inform all construct HTMT value were lower than 0.900.

*Table 4. HTMT*

	CT	H	P	RaH	RaS	SC	SD
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**Character Teaching**

Honesty	0.487					
Prosocial	0.562	0.702				
Respect at Home	0.400	0.601	0.531			
Respect at School	0.412	0.589	0.602	0.748		
Self-Control	0.500	0.733	0.640	0.551	0.568	
Self-Development	0.487	0.610	0.605	0.570	0.646	0.582

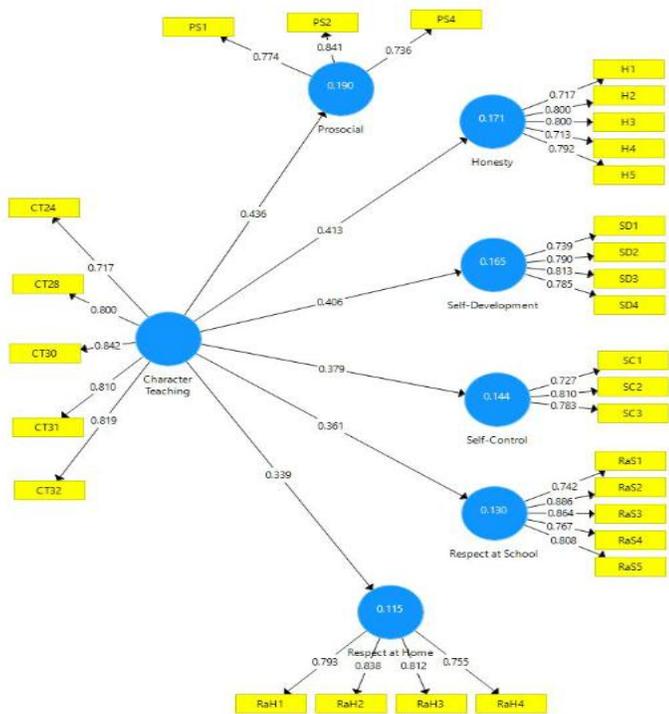


Figure 2. Final Model

*Structural model assessment*

Structural model measurements using by reporting 1) collinearity issue, 2) coefficient determination ( $r^2$ ), 3) effect size ( $f^2$ ), 4) predictive relevance ( $q^2$ ) using blindfolding procedure, and 5) path coefficient. *First*, collinearity test using to test whether this model is worth using. An instrument is eligible to proceed to the following process if the VIF value is less than 3 for the inner model, while for the outer model, it is smaller than 10 (Sarstedt et al., 2017). Character education is a predictor of prosocial, honesty, self-development, self-control, respect at school/college and respect at home. Character teaching is predictor of prosocial (VIF = 1.000), honesty (VIF = 1.000), self-development (VIF = 1.000), self-control, (VIF = 1.000), respect at school/college (VIF = 1.000), and respect at home (VIF = 1.000). Table 7 shows VIF value.

Tabel 7. VIF value

Character Teaching	1.000	1.000	1.000	1.000	1.000	1.000
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Second, Coefficient determination ( $r^2$ ). The goodness of Fit (GoF) testing is seen from the  $r^2$  value. The coefficient of determination is a variant of proportions on endogenous variables that exogenous variables can predict. Values range from 0 to 1; 0.75 is substantial, 0.50 moderate and 0.25 weak (Chin, 1998). honesty 0.170 (weak), Prosocial construct  $r^2$  values 0.189 (weak), self-development 0.164 (weak), self-control 0.143 (weak), respect at school 0.130 (weak), respect at home 0,114 (weak). In detail, the values obtained by each construct can be seen in table 8.

Table 8. Coefficient Determination ( $R^2$ )

	<b>R Square</b>	<b>R Square Adjusted</b>
Honesty	0.171	0.170
Prosocial	0.190	0.189
Respect at Home	0.115	0.114
Respect at School	0.130	0.130
Self-Control	0.144	0.143
Self-Development	0.165	0.164

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Third, Effect size ( $f^2$ ) measurement is done by looking at changes in coefficient of determination ( $r^2$ ) values, this change in value is used to see the effect of exogenous latent variables on endogenous variables, whether they have a substantive influence (Ghozali, 2014). The same  $f^2$  achievement recommended by Cohen (1988), which is 0.02 has little effect; 0.15 has a moderate influence, and 0.35 means it has a significant influence on the structural level (Chin, 1998).

Table 8. Effect Size ( $F^2$ )

	<b><u>H</u>Honest <u>y</u></b>	<b><u>P</u>Prosocial <u>l</u></b>	<b><u>RaH</u>Respee <u>t-at-Home</u></b>	<b><u>RaS</u>Respee <u>t-at-School</u></b>	<b><u>SC</u>Self- <u>Contro</u> <u>l</u></b>	<b><u>SD</u>Self- <u>Developmen</u> <u>t</u></b>
Character Teaching	0.206	0.235	0.130	0.150	0.168	0.197

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Fourth, predictive relevance. The Stone-Geisser ( $Q^2$ ) test is a statistical test to measure how well the model and the resulting parameters produce the observation value (predictive relevance). If the  $Q^2$  value is greater than 0, then the model has predictive relevance, while if it is less than 0, it means that the model has no predictive relevance (Ghozali, 2014). If  $Q^2$  is greater than 0, exogenous constructs are predictively relevant to endogenous constructs. The relevant predictive value criteria are 0.02 (small predictive), 0.15 (medium) and 0.35 (large). Table 9 shows predictive relevance value.

Table 9. Predictive Relevance

	SSO	SSE	$Q^2 (=1 - \text{SSE/SSO})$
Character Teaching	6420.000	6420.000	
Honesty	6420.000	5787.621	0.099
Prosocial	3852.000	3407.601	0.115
Respect at Home	5136.000	4769.135	0.071
Respect at School	6420.000	5875.925	0.085
Self-Control	3852.000	3529.389	0.084
Self-Development	5136.000	4625.840	0.099

Fifth, path coefficient. The calculation of path coefficient between endogenous and exogenous constructs was performed with 5000 bootstrap applying 5% (one tailed) of significance level (figure 2). Character education is a significant predictor for prosocial ( $\beta=0.426$ ;  $t=15,386$ ,  $p=0.000$ ), and also significantly predicts honesty ( $\beta=0.407$ ;  $t=14,624$ ,  $p=0.000$ ), and also a significant predictor of self-development ( $\beta=0.401$ ;  $t=14,970$ ,  $p=0.000$ ), predicts significantly self-

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control ( $\beta=0.356$ ;  $t=12,624$ ,  $p=0.000$ ), significant in predicting respect at school ( $\beta=0.360$ ;  $t=12,362$ ,  $p=0.000$ ), and lastly also significantly predict respect at home ( $\beta=0.338$ ;  $t=11,200$ ,  $p=0.000$ ), table 6 shows path coefficient.

Table 6. Path Coefficient

	$\beta$	Sample Mean	Standard Deviation	T Statistics ( O/STDEV )	P Values
Character Teaching -> Honesty	0.413	0.415	0.028	14.875	0.000
Character Teaching -> Prosocial	0.436	0.438	0.027	15.991	0.000
Character Teaching -> Respect at Home	0.339	0.341	0.030	11.363	0.000
Character Teaching -> Respect at School	0.361	0.362	0.029	12.487	0.000
Character Teaching -> Self-Control	0.379	0.381	0.028	13.689	0.000
Character Teaching -> Self-Development	0.406	0.407	0.027	14.964	0.000

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### Discussion

Regarding the 1<sup>st</sup> hypothesis (character teaching **has a significant positive effect on** prosocial college students) was accepted. The output of SmartPLS provided a  $\beta$ ; 0,436, t-statistic 15,991 (was greater than 1.96), p-values .000 (was below .05). It means the effect is significant. The  $R^2$  value was 0.190, and R-square adjusted is 0.189, means character education had a weak effect on prosocial construct. The result of the blindfolding calculation is 0.115, which indicates the presence of a medium predictive relevance and shows that exogenous constructs are a relevant predictor of endogenous constructs.

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Character teaching by CT24 lecturer gives an example of a disciplined by entering classroom on time, control student assignment in order to foster honest character (CT28), discipline (CT30), neatness and cleanliness (CT31), and liveliness and timely in grading and assigning grade timely (CT32) affect the student's prosocial. Prosocial behavior is a behavior that benefits others; it has positive social consequences and connects the psychological well-being of others. Prosocial indicators in the form of statements; play nicely with others (PS1), do things that are good for the group (PS2), show that character surveillance affects prosocial indicators. good things for group in class (PS3) , I treat my friends the way I like to be treat (PS4), nice with different friend (PS5). These five indicators are also affect tolerance ability, as one of the prosocial elements, so this findings is consistent with character education affects student tolerance (Mujahidin et al., 2021). When lecturers give assignments and examine each group of students carefully, it will give rise to the honest attitude of students and attitudes that can cooperate with others well, especially in one group. It also gives rise to a positive attitude despite being in a group with friends who are different from him. This results also consistent with previous study that shows that the older a person gets, the prosocial also increases (Mayr & Freund, 2020). The higher age of students than schoolchildren is also a factor in the increase in prosocial, let alone strengthened by a critical system to be better and motivated and their performance gets attention. In order to strengthen students prosocially, support is needed for students (Guo, 2017), for example, by providing motivation, adequate learning resources, and clarity of information.

The 2<sup>nd</sup> hypothesis, ~~is the effect of~~ character teaching has a significant and positive effect on accepted. Based on the results of the analysis of hypothesis data received because it obtained value  $\beta$ ; 0,413, t-statistic 14.875 and P-Values .000 (below .05), which means the effect is significant.

The value of  $R^2$  is 0.171, and R-square adjusted 0.170. This output shows ~~that~~ character education

influences Honesty even though it is weak. The result of blindfolding calculations is 0.096, indicating weak predictive relevance and that exogenous constructs can be used as relevant predictors of endogenous constructs. Lecturers need to carry out their duties well to educate, train, teach and evaluate their students (Irawati & Idrus, 2019). The attitude of lecturers who examine the jelly of tasks and provide assessments objectively influences Honesty, an important trait for the younger generation (James, 1933), Honesty is one of the core character that needs attention (Pala & Studies, 2011).

Regarding the 3<sup>rd</sup> hypothesis, ~~on the section~~ hypotheses state ~~there are effect of~~ character teaching ~~effect on~~ ~~en~~ self-development was accepted. SmartPLS output provided  $\beta$ ; 0,406, t-statistic; p-values .000 (was below .05), it's means the effect is significant. Hypothesis was accepted because t-statistic was greater than 1.96. The  $R^2$  value was 0.165, and the R-square adjusted was 0.164, shows that character education has a weak influence on self-development. The blindfolding calculations was 0.099 indicates predictive relevance at the weak level and shows that exogenous constructs are a relevant predictor of endogenous constructs. This findings support effect of character education on self-development. This findings also consistent with previous study. By controlling the seriousness and thoroughness of student tasks, lecturers motivate students to develop themselves automatically (Lumbantobing et al., 2020), this motivation to develop themselves also affects students' academic achievement (Kusumajati et al., 2017; Prasetyo et al., 2017).

Confirming the 4<sup>th</sup> hypothesis about the effect of character education on self-control ~~iwass~~ as it obtains a statistical result;  $\beta$ ; 0,406, t-statistic; 14,904 , p-values .000 (was below .05) which means the effect is positive and significant. The value of  $R^2$  is 0.166, and R-square adjusted 0.165. This result shows that character education has a weak effect on self-control. The blindfolding

calculation was 0.084, It's indicates the presence of predictive relevance at the weak level and shows exogenous constructs are a relevant predictor of endogenous constructs. This findings consistent with previous research that revealed the moral influence on students' self-control (Hidayah, 2021). Values and morals are the main elements of character, and if this element has been fused in a person, then there will be strong self-control based on values and morals, especially when college students get lecturers' attention for their assignment, disciplines, seriousness and their grade timely.

The 5<sup>th</sup> hypothesis ~~states there are~~ effect of character education-teaching has significant and school/college was accepted. SmartPLS output provided  $\beta$ ; 0,361, t-statistic; 12.487, p-values .000 (was below .05), t-statistic was greater than 1.96. It's means the effect is significant level. The of  $R_2$  was 0.130, and R-square adjusted was 0.130. It's shows that character education had a weak effect on respect at school. The result of blindfolding calculations was 0.085. This findings indicates that exogenous constructs are a relevant predictor of endogenous constructs although weak predictive relevance. This findings support previous research inform student trust will grow and student be more motivated (Hernández-López et al., 2016).

Objectively assess student assignments (C1), control and monitor the seriousness of student learning (C2), control student discipline (C3), neatness and cleanliness of students (C4), and pay attention to the activeness (C5) is part of professional and pedagogical competence. This competence affects the character of students who are characterized by speaking politely to lecturers (RaS1), obeying lecturers (RaS2), following the directions of lecturers (RaS3), and listening to lecturers without disturbing them (RaS4). Lecturers who examine student assignments in a timely and objectively will affect student confidence (Pachler et al., 2019). This belief can increase respect at school/college. In addition, the performance of lecturers who carry out their duties well

also increases student learning motivation so that this construct is positively related to the construct of respect at school (Anra & Yamin, 2017).

Confirming the 6<sup>th</sup> hypothesis of present study, the smartPLS output provide  $\beta$ ; 0,339, t-statistic; 11,363, p-values of .000 (was below .05). The hypothesis was accepted because the t-statistic was greater than 1.96. The  $R^2$  was .115, and R-square adjusted was .114. This indicated that character teaching had a weak effect on respect at home. Nevertheless, this study reveals the effect of character education on respect at home. The result of the blindfolding calculation is 0.071, which indicates the presence of predictive relevance although weak and indicates that exogenous constructs are a relevant predictor of endogenous constructs. In the Covid-19 era, students learn from their homes. Therefore, they interact more with family at home.

Parents can know lecturers' tasks, control and monitor in home so that positive interactions are built. Students will speak politely at home, obeying parents, listening to advice, and following the rules at home are the inevitability, understanding, and support of parents while students study at home will affect their character and motivation. Strength of character is the basic foundation of lifelong character attached to a person (Park et al., 2009), good character towards parents and siblings at home and parental support and the role of lecturers who teach in college play an important role in the development of student character.

In addition, the findings of this study consistent and support previous research conducted on IAIN Lhokseumawe students who ~~show that~~ pedagogical competence is the most influential competence on student character (Rahmah & Fadhli, 2021), the lecturers ability in making problems, correcting tasks, and attention to the character and discipline of students become factors contribute to student character. In general, the results of this study are in line with the study (Azhari, 2017) that a lecturer is tasked with educating, teaching, training, guiding, and evaluating. Lecturers

should be examine the tasks given to students carefully supervise the learning, seriousness, neatness, activeness, and timeliness of students in collecting assignments.

The influence of character ~~education-teaching~~ on prosocial, honesty, self-development, self-control, respect at school, and respect at home, although weak, ~~managed to prove that~~ character supervision positively affects all constructs. Universities ~~can also~~ should be maximize student boarding schools to intensify education further because pesantren is a place of total character internalization (Baharun, 2017) so that in the future, students become superior human resources because they have good character (Tyas et al., 2020). The study also shows that Socio-Emotional Character Development (SECD) is essential for the student level (Elias, 2009). SECD can also be used for the college student level, not just for elementary, middle, and high school (Coelho et al., 2015; Moreira et al., 2015; Wang et al., 2015).

### Conclusion

Based on the ~~results and~~ discussion at the previous chapter, this study conclude as follow; 1) ~~c~~Character teaching ~~can predict~~ has a significant and positive effect on college student prosocial, 2) ~~c~~Character teaching has a significant and positive effect on ~~can predict~~ college student honesty, 3) ~~c~~Character teaching has a significant and positive effect on ~~can predict~~ college student self-development, 4) ~~c~~Character teaching has a significant and positive effect on ~~can predict~~ college student self-control, 5) ~~c~~Character teaching has a significant and positive effect on ~~can predict~~ college student respect at school/college, and 6) ~~c~~Character teaching has a significant and positive effect on ~~can predict~~ college student respect at home. Although the influence is weak, the results of this study prove that there is a positive influence of character education on prosocial, honesty, self-development, self-control and respect at home.

### Recomendations

Based on this findings, it;s recomended for lecturer to strenghten character internalization on teaching, ~~f~~Further researchers ~~ean~~ also can conduct study with retest-this character teaching dimension and indicators on socio-emotional development of students on larger sample. This research also expected to be used as material suggestion input for other researchers to conduct similar research with other constructs and methods.

### Limitations

~~This study has some limitations; social-emotional character development participants consisting of students are not known before, so that it could be that the existing character is the formation of previous character education. Therefore, more in-depth next research is needed with calculations on the results of previous character education.~~ This study has some limitations; social-emotional character development participants consisting of students are not known before, so it could be that the existing character is the formation of previous character education. Therefore, a more in-depth further study includes previous students' character education.

### Authorsip contribution statement

Rianawati; conceptualization, research design. Imron Muttaqin: data analysis. Saifuddin Herlambang: Writing/drafting manuscript. Wahab: editing/reviewing. Mawardi: translating

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Wardhani, N. W., & Wahono, M. J. U. C. E. J. (2017). Keteladanan Guru Sebagai Penguat Proses Pendidikan Karakter. 2(1). [Teacher Exemplary as Character Education Process Strengthened]. Retrieved from: <http://dx.doi.org/10.30870/ucej.v2i1.2801>  
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Zurqoni, Retnawati, H., Arlinwibowo, J., & Apino, E. (2018). Strategy and implementation of character education in senior high schools and vocational high schools. *Journal of Social Studies Education Research*, 9(3), 370-397. <https://doi.org/10.17499/JSSER.01008>

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~~Tanis. (2013). Pentingnya pendidikan character building dalam membentuk kepribadian mahasiswa [The Importance of Character Building to Form College Student Personality]. (4 (2)). <https://doi.org/https://doi.org/10.21512/humaniora.v4i2.3564>~~

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# European Journal of Educational Research

ISSN: 2165-8714

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## Review Form

**Manuscript ID:** EU-JER\_ID# 22100103262341 **Date:** January 28, 2023

**Manuscript Title:** Character Teaching Effect on College Student Social-Emotional Character Development: Case in Indonesia

<b>ABOUT MANUSCRIPT</b> (Mark with "X" one of the options)	<b>Accept</b>	<b>Weak</b>	<b>Refuse</b>	<b>Not Available</b>
Language is clear and correct		x		
Literature is well written	x			
References are cited as directed by APA			x	
The research topic is significant to the field	x			
The article is complete, well organized and clearly written		x		
Research design and method is appropriate	x			
Analyses are appropriate to the research question	x			
Results are clearly presented		x		
A reasonable discussion of the results is presented	x			
Conclusions are clearly stated	x			
Recommendations are clearly stated	x			

### GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR

The manuscript is related to the effect of character teaching on college students' social-emotional character development in Indonesia. It is a well-detailed study. It has some structural deficits. The following recommendations are presented:

- 1- Please check the typos.
- 2- What are the columns' names in Table 7?

Please cite to the following articles to improve your paper:

Ariani, F., Ulfatin, N., Supriyanto, A., & Arifin, I. (2022). Implementing online integrated character education and parental engagement on local cultural values cultivation. *European Journal of Educational Research*, 11(3), 1699-1714. <https://doi.org/10.12973/eu-jer.11.3.1699>

Furlong, M. J., Piqueras, J. A., Chacón-Gutiérrez, L. C., Dowdy, E., Gibson, K. N., Chan, M., Soto-Sanz, V., Marzo, J. C., Rodríguez-Jiménez, T., & Martínez-González, A. E. (2021). Assessing college students' social and emotional strengths: A cross-cultural comparison from Mexico, United States, and Spain. *European Journal of Educational Research*, 11(1), 123–137. <https://doi.org/10.12973/ejper.4.2.123>

### THE DECISION (Mark with "X" one of the options)

<b>Accepted:</b> Correction not required	
<b>Accepted:</b> Minor correction required	x
<b>Conditionally Accepted:</b> Major Correction Required (Need second review after corrections)	
<b>Refused</b>	

**Reviewer Code: R2611 (The name of referee is hidden because of blind review)**



# European Journal of Educational Research

ISSN: 2165-8714

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## Review Form

<b>Manuscript ID:</b>	EU-JER_ID#_22100103262341	<b>Date:</b> 30th November 2022
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<b>Manuscript Title:</b>	<b>Character Teaching Effect on College Student Social-Emotional Character Development: Case in Indonesia</b>
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<b>ABOUT MANUSCRIPT (Mark with "X" one of the options)</b>	<b>Accept</b>	<b>Weak</b>	<b>Refuse</b>	<b>Not Available</b>
Language is clear and correct			X	
Literature is well written.		X		
References are cited as directed by APA	X			
The research topic is significant to the field	X			
The article is complete, well organized, and written		X		
The research design and method are appropriate		X		
Analyses are appropriate to the research question	X			
Results are presented	X			
A reasonable discussion of the results is presented		X		
Conclusions are clearly stated		X		
Recommendations are clearly stated		X		

### GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR

The introduction is excessively long. The authors should reduce the amount of information that the authors give in this introduction. This introduction focuses solely on the importance of the variables used in this study. However, this introduction does not focus on the research gaps in the literature to explain the rationality of this study. In addition, the authors did not present the main findings of previous research on character education and social-emotional character development. In addition, the authors did not point out the strengths and weaknesses of previous studies. What are the main findings of previous studies on character education and the variables used in this study. The authors need to explain the rationale and research problem based on the main findings of previous studies.

What is the student demographic information (age, gender, achievement, etc.) in the method?

My main criticism of the paper is that no details were given about how character instruction was implemented in the study. How was this teaching implemented in this study? What were the students and researchers doing during the data collection or instruction? What were the tasks of the students and researchers? All of these details await answers from the authors.

Regarding the method, the information about the data collection instrument is unclear. How many items do the instruments contain? More information about these should be presented in the method.

The results are well presented.

The discussion of the results resembles a literature review and does not include information on the differences and similarities between the previous studies and the current study. The authors must focus on the differences and similarities between previous and current studies. In addition, they should discuss the possible reasons for the findings. For example, why character instruction has significant effects. What are the reasons for this finding?

The conclusion does not explain how this work contributes to the literature. How did your work fill what gaps in



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the literature?

The recommendations for scholars are not meaningful. Please indicate what should be investigated by scientists in further studies. What should be the next point for further research?

The language is very problematic. Proofreading by a native speaker is mandatory because the text has a large number of errors in terms of incorrect word choice, spelling, punctuation, misuse of the passive voice, etc. I cannot suggest this paper without having a proofreading.

The work needs to be heavily revised.

## THE DECISION (Mark with "X" one of the options)

**Accepted:** Correction not required

**Accepted:** Minor correction required

**Conditionally Accepted:** Major Correction Required (**Need the second review after corrections**)

X

**Refused**

**Reviewer Code: R2612 (The name of the referee is hidden because of blind review)**

**CORRECTION REPORT**

<b>No</b>	<b>Reviewer Code</b>	<b>Reviews</b>	<b>Corrections made by the author</b>
1			
2			
3			
4			
5			
6			
7			

<b>CORRECTION REPORT</b>			
<b>No</b>	<b>Reviewer Code</b>	<b>Reviews</b>	<b>Corrections made by the author</b>
1	R2611	Please check the typos.	All typos was revised and article was editet by native speaker (Elsevier Web shop), certificate of language editing will attached on next submit
2	R2611	What are the columns' names in Table 7?	Columns' names in table 7 was added
3	R2611	Please cite to the following articles to improve your paper:	This reference was added on list. Ariani, F., Ulfatin, N., Supriyanto, A., & Arifin, I. (2022). Implementing online integrated character education and parental engagement on local cultural values cultivation. <i>European Journal of Educational Research</i> , 11(3), 1699-1714. <a href="https://doi.org/10.12973/eu-jer.11.3.1699">https://doi.org/10.12973/eu-jer.11.3.1699</a>
4	R2611	Furlong (2016) Not found in the reference list. (Line page; 21)	Furlong (2016) was added in the reference list (Aftar Ellias). Furlong, M. J., You, S., Shishim, M., & Dowdy, E. (2017). Development and Validation of the Social Emotional Health Survey–Higher Education Version. <i>Applied Research in Quality of Life</i> , 12(2), 343-367. <a href="https://doi.org/10.1007/s11482-016-9464-9">https://doi.org/10.1007/s11482-016-9464-9</a>

## CORRECTION REPORT

No	Reviewer Code	Reviews	Corrections made by the author
1	R2612	The introduction is excessively long. The authors should reduce the amount of information that the authors give in this introduction. This introduction focuses solely on the importance of the variables used in this study. However, this introduction does not focus on the research gaps in the literature to explain the rationality of this study. In addition, the authors did not present the main findings of previous research on character education and social-emotional character development. In addition, the authors did not point out the strengths and weaknesses of previous studies. What are the main findings of previous studies on character education and the variables used in this study. The authors need to explain the rationale and research problem based on the main findings of previous studies.	<p>Reviwer, Terimakasih atas sarannya yang bernilai.</p> <ol style="list-style-type: none"> <li>1. Bagian introduction, sudah saya reduksi menjadi lebih sederhana.</li> <li>2. Focus pada research gap sudah diperbaiki dan ditambah referensinya untuk meningkatkan rasionalitas penelitian ini.</li> <li>3. Main findings dari riset sebelumnya sudah ditambahkan dan dibahas secara singkat pada bagian introduction.</li> <li>4. Penulis juga sudah menampilkan point out kekuatan dan kelemahan penelitian terdahulu.</li> <li>5. Temuan inti dari penelitian pendahuluan sudah dihubungkan dengan variabel dalam penelitian ini.</li> <li>6. Penjelasan rasionalisasi dari penelitian pendahuluan dan masalah penelitian ini sudah ditambahkan.</li> </ol>
2	R2612	What is the student demographic information (age, gender, achievement, etc.) in the method?	<ol style="list-style-type: none"> <li>1. Informasi tentang umur, gender, prestasi dan lain lain tentang mahasiswa sudah ditambahkan pada bagian metodologi</li> </ol>
3	R2612	My main criticism of the paper is that no details were given about how character instruction was implemented in the study. How was this teaching implemented in this study? What were the students and researchers doing during the data collection or instruction? What were the tasks of the students and researchers? All of these details await answers from the authors.	<ol style="list-style-type: none"> <li>1. Informasi detail tentang Bagaimana implementasi dan instruksinya pada kampus yang menjadi obyek penelitian sudah ditambahkan.</li> <li>2. Pengajaran karakter pada studi ini juga sudah ditambahkan.</li> <li>3. Apa yang dilakukan mahasiswa dan peneliti selama pengumpulan data sudah ditambahkan pada bagian metodologi.</li> </ol>

4	R2612	Regarding the method, the information about the data collection instrument is unclear. How many items do the instruments contain? More information about these should be presented in the method.	<ol style="list-style-type: none"> <li>1. Informasi tentang instrument pengumpulan data sudah dibuat lebih detail dengan menambahkan informasi yang relevan.</li> <li>2. Jumlah item dalam instrument penelitian sudah ditambahkan</li> <li>3. Informasi tambahan terkait instrument sudah ditambahkan</li> </ol>
5	R2612	The discussion of the results resembles a literature review and does not include information on the differences and similarities between the previous studies and the current study. The authors must focus on the differences and similarities between previous and current studies. In addition, they should discuss the possible reasons for the findings. For example, why character instruction has significant effects. What are the reasons for this finding?	<ol style="list-style-type: none"> <li>1. Informasi tambahan pada bagian diskusi sudah ditambahkan informasi tentang perbedaan dan persamaan dengan penelitian ini.</li> <li>2. Fokus pada perbedaan sudah ditambahkan pada bagian diskusi dengan menambah beberapa literatur yang relevan.</li> <li>3. Alasan mengapa hasil penelitian ini signifikan sudah ditambahkan</li> <li>4. Apa alasan temuan penelitian ini sudah ditambahkan.</li> </ol>
6	R2612	The conclusion does not explain how this work contributes to the literature. How did your work fill what gaps in the literature?	<ol style="list-style-type: none"> <li>1. Kontribusi penelitian ini terhadap literatur sudah ditambahkan.</li> <li>2. Informasi tentang gap penelitian yang ditutup oleh temuan penelitian ini sudah ditambahkan</li> </ol>
7	R2612	The recommendations for scholars are not meaningful. Please indicate what should be investigated by scientists in further studies. What should be the next point for further research?	<ol style="list-style-type: none"> <li>1. Bagian rekomendasi sudah direvisi agar lebih bermakna</li> <li>2. Informasi tentang apa yang dapat diinvestigasi oleh peneliti lanjutan sudah ditambahkan</li> <li>3. Point-point inti untuk peneliti lanjutan sudah ditambahkan.</li> </ol>

8	R2612	<p>The language is very problematic. Proofreading by a native speaker is mandatory because the text has a large number of errors in terms of incorrect word choice, spelling, punctuation, misuse of the passive voice, etc. I cannot suggest this paper without having a proofreading.</p> <p>The work needs to be heavily revised.</p>	<ol style="list-style-type: none"><li>1. Bahasa sudah di edit oleh Language editing services Elsevier, sertifikat edit Bahasa sudah di kirim sebagai lampiran perbaikan artikel ini.</li><li>2. Terimakasih atas sarannya yang bernilai. Saya yakin dengan saran reviewer, baik sekarang maupun yang akan datang, artikel ini akan jauh lebih baik. Sekali lagi terimakasih.</li></ol>
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## **The Effect of Character Teaching on College Student Social-Emotional Character Development; A Case in Indonesia**

### **Abstract:**

This study aimed to investigate the effect of character teaching on college student social-emotional character development. The study was conducted at IAIN Pontianak, Universitas Tanjungpura and Universitas Muhammadiyah Pontianak. Sample was 1284 students, 388 male and 896 Female. Partial Least Square-Structural Equation Modelling (PLS-SEM) data analysis using SmartPLS. The findings reveals character teaching has a significant and positive effect on college student honesty, prosocial, respect at home, respect at school, self-control, and self-development. This study suggest college/university to pay full attention for lecturers to supervises student assignments, student seriousness and discipline, check students presence strictly, give course assessments sample, and grading their assignments on scheduled. At the end of conclusion, implication and suggestion are given.

**Keyword:** Character teaching, college student, social-emotional development

### **Introduction**

Indonesia has a national policy master plan contains the ethical values in the nation's life and state have shifted, and awareness of the nation's cultural values has faded (Parent Book Character Development the National Policy 2010-2025) Character education is an effort to encourage people to grow and develop well, ethically, have attractive personalities, be intelligent, honest, and have the capacity and commitment to do good things. Therefore, investigating character teaching is important; at least for several reasons. First, previous studies suggested improving character-based education ([Berkowitz, 2011](#)). Second, character education is important to humanists, intelligent, skilled, independent, disciplined, noble, so it needs to be integrated into higher education curriculum ([Tanis, 2013](#)). Third, character education is essential for a person; good or bad behavior is also determined by the character.

This study uses college students as participants for several reasons. First, previous studies inform that character is a more important criterion for student entrance selection, although less important for academic success ([Kern & Bowling III, 2015](#)). Second, other studies also inform that character education contributes to the professional identity of students ([Guo et al., 2018](#)). Third, education role is not only as a transfer of knowledge but is also a place to develop the attitudes, behavior, leadership, and student character ([Rokhman et al., 2014](#)). College is the educational institution plays an important role in developing the potential, resources, and students' character ([Alazmi & Alazmi, 2020](#)); the role is undoubted with the support of stakeholders, parents, and administrative sections who also play a vital role in character education ([Singh, 2019](#)).

Regarding students' perception of character teaching, there is a significant positive relationship between students' perception of the school's sense of belonging and strengthening of character ([Lee & Huang, 2021](#)); in essence, the character can be supported and developed. Other previous study reported students believe teacher can change their character ([Arthur, 2011](#)). The study of 920 students of secondary schools in Hong Kong also reported character education affects students' social competence ([Cheung & Lee, 2010](#)). Studies in Philippines have also shown that the strength of characters such as gratitude, fairness, hope, love learning influences positive emotions and academic self-efficacy ([Datu & Mateo, 2020](#)).

there are also studies inform students that student performance will also be better if they get character education during study ([Isdaryanti et al., 2020](#)). Character is an attribute becomes an individual's identity.

Character education is a conscious and deliberate attempt to cultivate virtue in oneself ([Lickona, 1999b](#)); this effort involves all related parties such as parents, schools, the environment, and society.

Previous studies revealed that character education positively impacts students' character values in the form of religious importance, personality, social and competitive attitudes ([Zurqoni et al., 2018](#)). Therefore, education needs to facilitate character building, design good character development programs, provide models, interventions, consistent habituation, and character strengthening ([Zurqoni et al., 2018](#)).

Internalization is imagination, deepening, deep mastery through coaching, guidance, and so on ([Setiawan, 2012](#)), so internalization is the process of making values fused into one's personality. Value is an important aspect becomes material to be internalized in a person. As Chabib Thoha states, internalization is a technique in value education whose goal is to own values that are fused with personality ([Thoha, 1996](#)). In learning, teacher knowledge about character education integrated with the curriculum supports character education ([Citra, 2012](#)), Therefore, it is necessary to continue to remind teachers and lecturers to use values in the learning process. The college also needs support by preparing character teaching materials that can be integrated into all course syllabuses. Integration of character teaching in lectures can be done by including character values in the syllabus and learning implementation plan, teaching materials and media, classroom implementation, assessment, monitoring, and evaluation of activities thoroughly ([Winarni, 2013](#)). Some of the important characters need to be grown are the character of gratitude, hope, justice, and love of learning ([Datu & Mateo, 2020](#)). Religious education and learning affect the ethics of

student behavior ([Halim Tamuri et al., 2013](#)), so it is interesting to study whether there is an influence of character education in college with social-emotional student character.

Other study informs that character internalization can be implemented through character mingling, character example, character model, value integration in learning ([Hidayati et al., 2020](#)), Nasih Ulwan and Semait stated character education could also be implemented through model and control/supervision ([Ulwan & Semait, 1988](#)). The character model is important in shaping the student's character; they get model directly from their teacher/lecturer. Model is important in character education ([Prasetyo et al., 2019](#)), and character model is one of the character education methods ([Munawwaroh, 2019](#)) and the teacher model will boost character education ([Wardhani & Wahono, 2017](#)).

Specifically, character teaching in this study is seen as a process of internalizing values and character through education. Therefore, this study uses the theory of internalization of values/characters consisting of character transformation, character transactions, trans-internalization ([Muhaimin, 2008](#)).

Penelitian lain sebelumnya mengungkap adanya hubungan antara social-emotioonal well being dengan prestasi siswa ([Berger et al., 2011](#))

Study Adcock et al. terhadap 230 female participant menemukan bahwa pengondisian suasana hati dengan cara memberi semangat melalui penulisan surat dapat menimbulkan suasana hati positif dan prosocial yang lebih baik ([Adcock et al., 2021](#)).

Social-emotional development is the ability to manage and express emotions completely, both positive and negative, interacting with others around them, and actively learning by exploring their environment ([Gartner et al., 2005](#)). Prosocial is an act of helping that benefits others without providing a direct benefit to the person who performs the act, and it can even harm the person who helps ([Baron & Byrne, 2004](#)). Prosocial behavioral aspects are sharing, helping, donating, cooperating, and honesty ([Eisenberg & Mussen, 1989](#)).

The good character needs to be developed is honesty, which is based on being trusted in words, actions, and work ([Gunawan & Sari, 2019](#)).

Diantara perguruan tinggi yang secara jelas mempunyai program Pendidikan karakter adalah IAIN Pontianak, Universitas Tanjungpura dan Universitas Muhammadiyah Pontianak. Pengajaran karakter di IAIN Pontianak dilakukan dalam bentuk Ma'had Al-Jami'ah. Program unggulan Ma'had adalah qiroatul kutub, tahfidz dan public speaking. Muhadhoroh dan sholawatan. Pendidikan karakter merupakan prioritas ma'had aljami'ah, sebagaimana visinya menjadi pusat pembinaan mahasiswa pada bidang akidah akhlak, ibadah, Bahasa, kajian kitab dan tahfidz. Ma'had mempunyai tujuan membiasakan mahasiswa dalam beribadah dan mempunyai akhlak yang baik dalam pergaulan ([Adminwpmahad, 2021](#)).

Universitas Tanjungpura Pontianak mempunyai program yang disebut pendikar, yaitu program Pendidikan karakter berbasis Pancasila. Program Pandikar merupakan program Pendidikan karakter yang dapat diartikan bahwa pengembangan karakter secara universal dapat digali dari nilai-nilai karakter dalam pancasila. 5 nilai utama adalah religious, nasionalis, gotong royong, integritas dan mandiri ([Admin, 2022, December 28](#))

The current study was approved by ethical committee's of The Teacher Training and Education Faculty (Fakultas Tarbiyah dan Ilmu Keguruan), Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak) protocol number 349/KOMET/FTIK/2022. This study also was approve by the Institute for Research and Community Service (Lembaga Penelitian dan Pengabdian Kepada Masyarakat) Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak), West Kalimantan Indonesia (protocol number: B-147/In.15/LP2M/HM.01/03/2022).

Regarding to the research question, we proposed following hypotheses;

Hypothesis 1. Character teaching has a significant and positive effect on college student prosocial.

Hypothesis 2. Character teaching has a significant and positive effect on college student honesty.

Hypothesis 3. Character teaching has a significant and positive effect on student self-development.

Hypothesis 4. Character teaching has a significant and positive effect on college student self-control.

Hypothesis 5. Character teaching has a significant and positive effect on college student respect at school/college.

Hypothesis 6. Character teaching has a significant and positive effect on college student respect at home.

## **Methodology**

### *Research Design*

This study uses survey design, data collection from sample using questionnaires given online. survey chosen because this study has a purpose; 1) collect data on student opinions about character teaching and socio-emotional development. 2) generalize through a representative sample, 3) find out the influence of variables on other variables in natural setting. 4) this study aims to test predetermined hypotheses. 5) there is still doubt about the influence of the variables used, so it takes a survey and testing to strengthen the belief.

#### *Sample and Data Collection*

The population of this study was students from Institut Agama Islam Negeri Pontianak, Tanjungpura University, and Muhammadiyah Pontianak University. The study was conducted with simple random sampling techniques. The sample of this study was 1284 college students, 388 male and 896 female, simple random sampling technique used. All active students are given an instrument filling link through google form with their college permission. Five option of Likert scale used; (1) strongly disagree, (2) disagree, (3) netral, (4) agree, and (5) strongly agree.

College students sample came from 16 departement; Islamic Education Departement (408), Syari'ah Bussiness Departement (97), Islamic Familiy Law Departement (86), Mathematic Education Departement (17), Arabic Language Departement (29), PGMI Departement (39), PIAUD Departement (29), Syari'ah Bank Departement (89), PPG (76) Islamic Psychology Departement (25), Statistic Departement (11), Islamic Counseling Departement (109), Syari'ah Accounting Departement (65), Syari'ah Economic (137) and Public Administration Departement (33). The present study conducted seven months from June 2021 to December 2021 in West Kalimantan Province. The population of this study is all students of IAIN Pontianak, Tanjungpura University, and the Muhammadiyah University of Pontianak.

Character teaching instrument modified from Muhaimin's theory consisting of character transformation, character transactions, and character trans-internalization ([Muhaimin, 2008](#)). All character indicators are placed in one construct because it is a unity of character teaching process. Nonetheless, all indicators are created with different codes to distinguish their constructs. Character transformation indicator as many as 5 indicators (CT1 until CT5), character transaction indicators as many as 6 indicators (CT6 until CT11), character trans-internalization using 5 indicators (CT12 until CT16). Furthermore, this study uses Muhammad Nasih Ulwan's basic character habituation, character good news, and character supervision (Nasih Ulwan, 2004). Five indicators of character habituation (CT17 until CT21), 6 character model (CT22 until CT27), and 5 indicators of character control (CT28 until CT32) are created by researchers. The Socio-emotional character development instrument from Peter Ji, David L. DuBois, and Brian R. Flay (Ji et al., 2021) used. This instrument consists of prosocial indicators, honesty, respect at school, home, self-development, and self-control. Prosocial dimensions have 5 indicators (PS1-PS5), honesty has 5 indicators (H1-H5), respect at school 5 indicators (RaS1-RaS5), respect at home 4 indicators, self-development 4 indicators, and self-control 4 indicators.

#### *Analizing of Data*

Partial Least Square (PLS) Structural Equation Modelling (SEM) data analysis using SmartPLS. This software used due of its ability to predict construct effects for small samples and easy to use. Measurement of model using validity and reliability test, and structural model assessed by collinearity, coefficient determinations, effect size, predictive relevance, variant inflation factors and path coefficient.

## Findings / Results

The present study aims to determine effect of character teaching on honesty, prosocial, respect at home, respect at school, self-control and self-development using model and structural measurement. Model measurements are performed by calculating the validity and reliability of the instrument. The indicator was assessed with three measurement; 1) indicator loading and internal consistency reliability, 2) convergent validity, and 3) dicriminant validity (Hair et al., 2019).

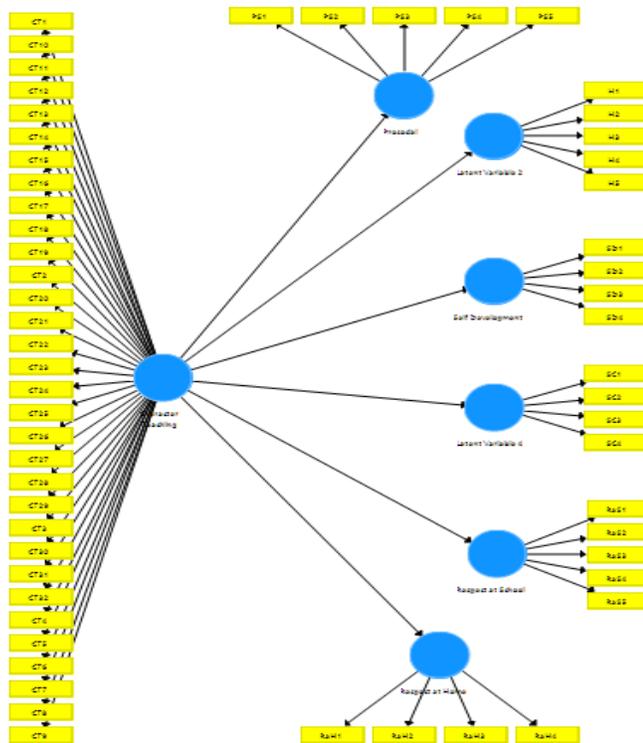


Figure 1. Hypothetic Model

Measures models

The measurement model was assessed with three measures; 1) indicator loading and internal consistency, 2) convergent validity and 3) discriminant validity. The indicator loadings value used to inspect indicators validity. If the indicators loadings value is more than 0.7, the indicator is ideal for assessing the construct. Indicators get score less than 0.7 are excluded from the model because they do not match the minimum criteria (Hair et al., 2019). Table 1 shows detail of loadings indicators of all constructs. Cronbach's alpha ( $\alpha$ ) and composite reliability (CR) reported for instruments internal consistency reliability. This study implemented the threshold set; Cronbach's alpha ( $\alpha$ ) should be  $> .600$  (Ghozali, 2014), and CR should be  $> .708$ . Constructs which obtain composite reliability values  $\geq .7$  have high reliability. SmartPLS output show that prosocial got a value of 0.83, honesty got a score of 0.88, respect at home got a value of 0.88, respect at school got a value of 0.91, self-development got a value of 0.86, self-control received a value of 0.82 and character teaching got a value of 0.91. These numbers show that the instrument is reliable. Convergent validity is a degree indicates the conformity between the measurement attributes of the measuring instrument and its theoretical concepts. Discriminant validity testing of this study is based on the value of AVE (Average of Variance Extracted). Convergent validity intended to determine relationship between indicators measures at the same construct. Convergent validity is met if the AVE value  $\geq .500$  (Henseler et al., 2009).

*Table 1. Reflective Indicator Loadings and Internal Consistency*

Construct	Item	loadings	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	Consideration
Character education	CT24	0.717	0.857	0.862	0.898	0.638	Valid and reliable
	CT28	0.800					
	CT30	0.842					
	CT31	0.810					

	CT32	0.819					
Honesty	H1	0.717					
	H2	0.800					
	H3	0.800	0.823	0.830	0.876	0.586	Valid and reliable
	H4	0.713					
	H5	0.792					
	PS1	0.774					
	PS2	0.841	0.688	0.698	0.828	0.616	Valid and reliable
	PS4	0.736					
Respect at home	RaH1	0.793					
	RaH2	0.838					
	RaH3	0.812	0.813	0.812	0.877	0.640	Valid and reliable
	RaH4	0.755					
Respect at school	RaS1	0.742					
	RaS2	0.886					
	RaS3	0.864	0.873	0.880	0.908	0.665	Valid and reliable
	RaS4	0.767					
	RaS5	0.808					
	SC1	0.727					
	SC2	0.810	0.666	0.671	0.817	0.599	Valid and reliable
	SC3	0.783					
	SD1	0.739					
	SD2	0.790					
	SD3	0.813	0.789	0.795	0.863	0.612	Valid and reliable
	SD4	0.785					

Discriminant validity is indicated by a discrepancy between attributes that should not be measured by a measuring instrument with a theoretical concept of the variable. Discriminant validity of reflective indicator measurements is calculated based on the cross-loading value of the variable manifest against each latent variable. If the correlation between latent variables with each indicator is more significant than the correlation with other variables, then the latent variable can predict the indicator better than other latent variables. [Table 3](#) exhibits the detail of Fornell-Larcker Criterion.

*Table 3. Fornel-Larcker Cross Loading*

	CT	H	P	RaH	RaS	SC	SD
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Character Teaching	0.799						
Honesty	0.413	0.765					
Prosocial	0.436	0.527	0.785				
Respect at Home	0.339	0.487	0.400	0.800			
Respect at School	0.361	0.495	0.471	0.627	0.815		
Self-Control	0.379	0.536	0.429	0.399	0.422	0.774	
Self-Development	0.406	0.488	0.444	0.456	0.533	0.414	0.782

Discriminant validity also appears when construct were above 0.9. all construct value must lower than 0.9. Henseler et al. suggest values not greater than .0 for testing validity of discriminant which suggest that all indicator based on the Heterotrait-Monotrait Ratio are valid (Henseler et al., 2009). Discriminant validity also appears when HTMT value of indicator are higher than .900. Table 4 informs all construct HTMT value were lower than 0.900.

Table 4. Heterotrait-Monotrait (HTMT)

	CT	H	P	RaH	RaS	SC	SD
Character Teaching							
Honesty	0.487						
Prosocial	0.562	0.702					
Respect at Home	0.400	0.601	0.531				
Respect at School	0.412	0.589	0.602	0.748			
Self-Control	0.500	0.733	0.640	0.551	0.568		
Self-Development	0.487	0.610	0.605	0.570	0.646	0.582	

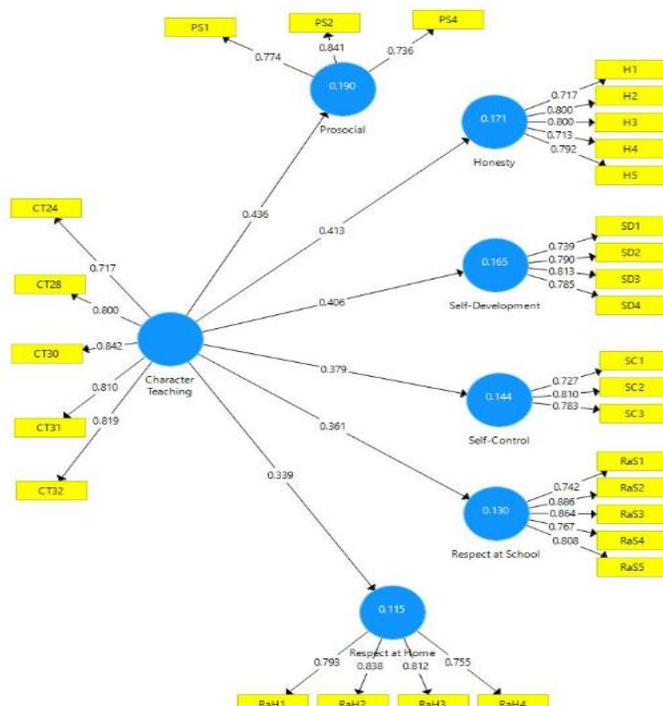


Figure 2. Final Model

*Structural model assessments*

Structural model measurements using by reporting 1) collinearity issue, 2) coefficient determination ( $r^2$ ), 3) effect size ( $f^2$ ), 4) predictive relevance ( $q^2$ ) using blindfolding procedure, and 5) path coefficient. *First*, collinearity test using to test whether this model is worth using. An instrument is eligible to proceed to the following process if the VIF value is less than 3 for the inner model, while for the outer model, it is smaller than 10 (Sarstedt et al., 2016). Character education is a predictor of prosocial, honesty, self-development, self-control, respect at school/college and respect at home. Character teaching is predictor of prosocial (VIF = 1.000), honesty (VIF = 1.000), self-development (VIF = 1.000), self-control, (VIF = 1.000), respect at school/college (VIF = 1.000), and respect at home (VIF = 1.000). Table 7 shows VIF value.

Tabel 7. Varian Inflation Factor (VIF) Value

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Character Teaching	1.000	1.000	1.000	1.000	1.000	1.000
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Second, Coefficient determination ( $r^2$ ). The goodness of Fit (GoF) testing is seen from the  $r^2$  value. The coefficient of determination is a variant of proportions on endogenous variables that exogenous variables can predict. Values range from 0 to 1; 0.75 is substantial, 0.50 moderate and 0.25 weak (Chin, 1998). honesty 0.170 (weak), Prosocial construct  $r^2$  values 0.189 (weak), self-development 0.164 (weak), self-control 0.143 (weak), respect at school 0.130 (weak), respect at home 0.114 (weak). In detail, the values obtained by each construct can be seen in [table 8](#).

Table 8. Coefficient Determination ( $R^2$ )

	R Square	R Square Adjusted
Honesty	0.171	0.170
Prosocial	0.190	0.189
Respect at Home	0.115	0.114
Respect at School	0.130	0.130
Self-Control	0.144	0.143
Self-Development	0.165	0.164

Third, Effect size ( $f^2$ ) measurement is done by looking at changes in coefficient of determination ( $r^2$ ) values, this change in value is used to see the effect of exogenous latent variables on endogenous variables, whether they have a substantive influence (Ghozali, 2014). The same  $f^2$  achievement recommended by (Cohen, 1988) which is 0.02 has little effect; 0.15 has a moderate influence, and 0.35 means it has a significant influence on the structural level (Chin, 1998).

Table 8. Effect Size ( $F^2$ )

H	P	RaH	RaS	SC	SD
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Character Teaching	0.206	0.235	0.130	0.150	0.168	0.197
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Fourth, predictive relevance. The Stone-Geisser ( $Q_2$ ) test is a statistical test to measure how well the model and the resulting parameters produce the observation value (predictive relevance). If the  $Q_2$  value is greater than 0, then the model has predictive relevance, while if it is less than 0, it means that the model has no predictive relevance (Ghozali, 2014). If  $Q_2$  is greater than 0, exogenous constructs are predictively relevant to endogenous constructs. The relevant predictive value criteria are 0.02 (small predictive), 0.15 (medium) and 0.35 (large). [Table 9](#) shows predictive relevance value.

Table 9. Predictive Relevance

	SSO	SSE	$Q^2 (=1 - SSE/SSO)$
Character Teaching	6420.000	6420.000	
Honesty	6420.000	5787.621	0.099
Prosocial	3852.000	3407.601	0.115
Respect at Home	5136.000	4769.135	0.071
Respect at School	6420.000	5875.925	0.085
Self-Control	3852.000	3529.389	0.084
Self-Development	5136.000	4625.840	0.099

Fifth, path coefficient. The calculation of path coefficient between endogenous and exogenous constructs was performed with 5000 bootstrap applying 5% (one tailed) of significance level ([figure 2](#)). Character education is a significant predictor for prosocial ( $\beta=0.426$ ;  $t=15,386$ ,  $p=0.000$ ), and also significantly predicts honesty ( $\beta=0.407$ ;  $t=14,624$ ,  $p=0.000$ ), and also a significant predictor of self-development ( $\beta=0.401$ ;  $t=14,970$ ,  $p=0.000$ ), predicts significantly self-control ( $\beta=0.356$ ;  $t=12,624$ ,  $p=0.000$ ), significant in predicting respect at school ( $\beta=0.360$ ;

t=12,362, p=0.000), and lastly also significantly predict respect at home ( $\beta=0.338$ ; t=11,200, p=0.000), [table 6](#) shows path coefficient.

*Table 6. Path Coefficient*

	$\beta$	Sample Mean	Standard Deviation	T Statistics (O/STDEV)	P Values
Character Teaching -> Honesty	0.413	0.415	0.028	14.875	0.000
Character Teaching -> Prosocial	0.436	0.438	0.027	15.991	0.000
Character Teaching -> Respect at Home	0.339	0.341	0.030	11.363	0.000
Character Teaching -> Respect at School	0.361	0.362	0.029	12.487	0.000
Character Teaching -> Self-Control	0.379	0.381	0.028	13.689	0.000
Character Teaching -> Self-Development	0.406	0.407	0.027	14.964	0.000

### Discussion

**Regarding the 1<sup>st</sup> hypothesis** (character teaching has a significant positive effect on prosocial college students) was accepted. The output of SmartPLS provided a  $\beta$ ; 0,436, t-statistic 15,991 (was greater than 1.96), p-values .000 (was below .05). It means the effect is significant. The  $R^2$  value was 0.190, and R-square adjusted is 0.189, means character education had a weak effect on prosocial construct. The result of the blindfolding calculation is 0.115, which indicates the presence of a medium predictive relevance and shows that exogenous constructs are a relevant predictor of endogenous constructs.

Character teaching by lecturer gives an model of a disciplined by entering classroom on time (CT24), control student assignment in order to foster honest character (CT28), discipline (CT30), neatness and cleanliness (CT31), and liveliness and timely in grading and assigning grade timely (CT32) affect the student's prosocial. Prosocial behavior is a behavior that benefits others; it has positive social consequences and connects the psychological well-being of others. Prosocial indicators are; play nicely with others (PS1), do things that are good for the group (PS2), show that character surveillance affects prosocial indicators. good things for group in class (PS3), I treat my friends the way I like to be treat (PS4), nice with different friend (PS5).

These five indicators are also affect tolerance ability, as one of the prosocial elements. This findings consistent with character education affects student tolerance ([Fahmi et al., 2021](#)). When lecturers give assignments and examine each group of students carefully, it will give rise to the honest attitude of students and attitudes that can cooperate with others well, especially in one group. It also gives rise to a positive attitude despite being in a group with friends who are different from him. This finding also consistent with previous study inform that the older a person gets, the prosocial also increases ([Mayr & Freund, 2020](#)).

Meskipun pengaruhnya lemah, namun penelitian ini membuktikan adanya pengaruh Pendidikan karakter terhadap prosocial, sesuai dengan study Arthur yang menginformasikan bahwa model dan mentor dari guru mempengaruhi prosocial siswa ([Arthur, 2011](#)). Ketika guru memberikan contoh kedisiplinan, mengoreksi tugas-tugas mahasiswa tepat waktu dan obyektif, disiplin dan tepat waktu, maka akan memberikan pengaruh pada prosocial siswa. Normative moral dan personal character memang mempengaruhi prosocial siswa ([Lin & Shek, 2022](#)).

**The 2<sup>nd</sup> hypothesis**, character teaching has a significant and positive effect on Honesty was accepted. Based on the results of the analysis of hypothesis data received because it obtained value  $\beta$ ; 0,413, t-statistic 14.875 and P-Values .000 (below .05), which means the effect is significant. The value of  $R^2$  is 0.171, and R-square adjusted 0.170. This output shows character education influences Honesty even though it is weak. The result of blindfolding calculations is 0.096, indicating weak predictive relevance and that exogenous constructs can be used as relevant predictors of endogenous constructs. Lecturers need to carry out their duties well to educate, train, teach and evaluate their students ([Irawati & Idrus, 2019](#)). The attitude of lecturers who examine the jelly of tasks and provide assessments objectively influences Honesty, an important trait for the younger generation ([James, 1933](#)), Honesty is one of the core character that needs attention ([Pala, 2011](#)).

Sampai saat ini, belum ada penelitian yang dapat mengkonfirmasi dengan pasti bahwa pengajaran karakter tidak mempengaruhi kejujuran siswa. Pengajaran karakter berdampak positif pada sikap dan perilaku seseorang, termasuk kejujuran, respek, self-control dan self-development. Pengajaran karakter dapat membantu seseorang memahami nilai-nilai moral dan etika penting seperti kejujuran dan prososial. Pada sisi lain, pengajaran karakter juga tidak selalu efektif dalam mempengaruhi seseorang, karena banyak variabel lain yang turut berkontribusi seperti lingkungan sosial dan pengaruh budaya serta kepribadian.

**Regarding the 3<sup>rd</sup> hypothesis**, hypotheses state character teaching has a significant and positive effect on self-development was accepted. SmartPLS output provided  $\beta$ ; 0,406, t-statistic; 14,964, p-values .000 (was below .05), it's means the effect is significant. Hypothesis was accepted because t-statistic was greater than 1.96. The  $R^2$  value was 0.165, and the R-square adjusted was 0.164, shows that character education has a weak influence on self-development. The blindfolding calculations was 0.099 indicates predictive relevance at the weak level and shows that exogenous constructs are a relevant predictor of endogenous constructs. This finding support effect of

character education on self-development. By controlling the seriousness and thoroughness of student tasks, lecturers motivate students to develop themselves automatically ([Lumbantobing, 2020](#)), this motivation to develop themselves also affects students' academic achievement ([Kusumajati et al., 2017](#)).

**Confirming the 4<sup>th</sup> hypothesis** about the effect of character teaching on self-control was accepted, as it obtains a statistical result;  $\beta$ ; 0,406, t-statistic; 14,904 , p-values .000 (was below .05) which means the effect is positive and significant. The value of  $R^2$  is 0.166, and R-square adjusted 0.165. This result shows that character education has a weak effect on self-control. The blindfolding calculation was 0.084, It's indicates the presence of predictive relevance at the weak level and shows exogenous constructs are a relevant predictor of endogenous constructs. This findings consistent with previous research revealed the moral influence on students' self-control ([Hidayah, 2021](#)). Values and morals are the main elements of character, and if this element has been fused in a person, then there will be strong self-control based on values and morals, especially when college students get lecturers' attention for their assignment, disciplines, seriousness and their grade timely.

**The 5<sup>th</sup> hypothesis effect of character teaching has significant and positive effect on respect at school/college** was accepted. SmartPLS output provided  $\beta$ ; 0,361, t-statistic; 12.487, p-values .000 (was below .05), t-statistic was greater than 1.96. It means the effect is significant level. The of  $R^2$  was 0.130, and R-square adjusted was 0.130. It's shows that character education had a weak effect on respect at school. The result of blindfolding calculations was 0.085. This finding indicates that exogenous constructs are a relevant predictor of endogenous constructs although weak predictive relevance.

Namun demikian, disiplin dosen/pengajar juga tidak sepenuhnya mampu membuat tanggungjawab siswa berkembang, ini terjadi karena dosen/pengajar memaksakan disiplin ketimbang memakai solusi produktif dan kreatif untuk meningkatkan tanggungjawab siswa ([Lewis, 2001](#)).

This findings support previous research inform student trust will grow and student be more motivated ([Hernández-López et al., 2016](#)).

Objectively assess student assignments (C1), control and monitor the seriousness of student learning (C2), control student discipline (C3), neatness and cleanliness of students (C4), and pay attention to the activeness (C5) is part of professional and pedagogical competence. This competence affects the character of students who are characterized by speaking politely to lecturers (RaS1), obeying lecturers (RaS2), following the directions of lecturers (RaS3), and listening to lecturers without disturbing them (RaS4). Lecturers who examine student assignments on time and objectively will affect student confidence ([Pachler et al., 2019](#)). This belief can increase respect at school/college. Selain itu, persepsi siswa terhadap kemampuan dosen juga meningkatkan kompetensi mahasiswa ([Hernández-López et al., 2016](#)).

In addition, the performance of lecturers who carry out their duties well also increases student learning motivation so that this construct is positively related to the construct of respect at school ([Anra & Yamin, 2017](#)).

**Confirming the 6<sup>th</sup> hypothesis of present study**, the smartPLS output provide  $\beta$ ; 0,339, t-statistic; 11,363, p-values of .000 (was below .05). The hypothesis was accepted because the t-

statistic was greater than 1.96. The  $R^2$  was .115, and R-square adjusted was .114. This indicated that character teaching had a weak effect on respect at home. Nevertheless, this study reveals the effect of character teaching on respect at home. The result of the blindfolding calculation is 0.071, which indicates the presence of predictive relevance although weak and indicates that exogenous constructs are a relevant predictor of endogenous constructs. In the Covid-19 era, students learn from their homes. Therefore, they interact more with family at home.

Parents can know lecturers' tasks, control and monitor in home so that positive interactions are built. Students will speak politely at home, obeying parents, listening to advice, and following the rules at home are the inevitability, understanding, and support of parents while student study at home will affect their character and motivation.

Strength of character is the basic foundation of lifelong character attached to a person ([Park & Peterson, 2009](#)), good character towards parents and siblings at home and parental support and the role of lecturers who teach in college play an important role in the development of student character.

In addition, the findings of this study consistent and support previous study inform that pedagogical competence is the most influential competence on student character ([Rahmah & Fadhli, 2021](#)), the lecturers ability in making problems, correcting tasks, and attention to the character and discipline of students become factors contribute to student character. In general, the results of this study are consistent with the study ([Azhari, 2017](#)) revealed that a lecturer is tasked with educating, teaching, training, guiding, and evaluating. Lecturers should be examine the tasks given to students

carefully supervise the learning, seriousness, neatness, activeness, and timeliness of students in collecting assignments.

The influence of character teaching on prosocial, honesty, self-development, self-control, respect at school, and respect at home, although weak character supervision positively affects all constructs. Universities should be maximize student boarding schools to intensify character education further because *pesantren* is a place of total character internalization ([Baharun & Maryam, 2018](#)) so that in the future, students become superior human resources because they have good character ([Tyas et al., 2020](#)). The study also shows that Socio-Emotional Character Development (SECD) is essential for the student level ([Elias, 2009](#)). SECD can also be used for the college student level, not just for elementary, childhood and adolescence ([Wang et al., 2015](#)), middle school ([Coelho et al., 2015](#)), and high school.

### **Conclusion**

Based on the discussion at the previous chapter, this study conclude as follow; 1) character teaching has a significant and positive effect on college student prosocial, 2) character teaching has a significant and positive effect on college student honesty, 3) character teaching has a significant and positive effect on college student self-development, 4) character teaching has a significant and positive effect on college student self-control, 5) character teaching has a significant and positive effect on college student respect at school/college, and 6) character teaching has a significant and positive effect on college student respect at home. Although the influence is weak, the results of this study prove that there is a positive influence of character education on prosocial, honesty, self-development, self-control and respect at home.

## Recomendations

Based on this findings, future research may focus on national character teaching and other good character. Future studies can also contribute to prior

recomended for lecturer to strenghten character internalization on teaching, further researchers also can conduct study with this character teaching dimension and indicators on socio-emotional development of students on larger sample. This researh also expected to be used as material suggestion for other researchers to conduct similar research with other constructs and methods.

Isu-isu penting terkait karakter yang bisa dilanjutkan adalah terkait tujuan Pendidikan karakter, komponen psikologis karakter, isi pendidikan karakter, pendekatan dan bagaimana kampus menyiapkan pendidik karakter ([Lickona, 1999a](#)).

## Limitations

This study has some limitations; social-emotional character development participants consisting of students are not known before, so it could be that the existing character is the formation of previous character education. Therefore, a more in-depth further study includes previous students' character teaching. This study also has limitation, empirical results include only IAIN Pontianak, Tanjungpura University and Muhammadiyah univeristy, many more contexts deserve research on other university.

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**3ND ROUND  
CORRECTION REPORT**

No	Reviewer Code	Reviews	Corrections made by the author
1	R2612	My main criticism of the paper is still valid. The authors have not still given any information about how character instruction was implemented in the study.	<p>Researcher: Thank you for your suggestion, the researcher revised and provided information about how character instruction was this study. Researcher put information on methodology section. We start with sentence “ We started by asking for permission from the management board of Mahad aljamiah..... ” on methodology section until “ but we used our the teaching methods”.</p>
2	R2612	How was this teaching implemented in this study?	<p>Researcher: Dear reviewer, thank you for your suggestion, this research used six construct for character teaching; e.g. character transformation, character transaction, character trans-internalization, character habituation, character model and character control. The step for implementation of this character teaching dimension begin from sentence “ Character transformation dimension was implemented using the following steps...until “ 5) checking assignments and giving grades on time” On methodology section</p>
3	R2612	What did the students and researchers do during the data collection or instruction? What were the tasks of the students and researchers? These details should be explained explicitly.	<p>Researcher: Dear reviewer, thank you for your suggestion, researcher give instruction for first time, and than collaboration with lecturer for character teaching. The task of students explained on sentence “ We also provided: 1) instructions for students...until “but we used our the teaching methods”.</p>
4	R2612	By the way, the text still has grammatical errors. The tone of the language in the method should be in the past tense.	<p>Researcher: Dear reviewer, Thank you for pointing this out. The tone of language was changet to past tense tone</p>

5	R2612	If the authors explain the details of character education and correct the English language of the paper, I will be okay with the revised paper in the next round.	1.
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**3ND ROUND  
CORRECTION REPORT**

No	Reviewer Code	Reviews	Corrections made by the author
1	R2612	My main criticism of the paper is still valid. The authors have not still given any information about how character instruction was implemented in the study.	<p>Researcher: Thank you for your suggestion, the researcher revised and provided information about how character instruction was this study. Researcher put information on methodology section. We start with sentence “ We started by asking for permission from the management board of Mahad aljamiah..... ” on methodology section until “ but we used our the teaching methods”.</p>
2	R2612	How was this teaching implemented in this study?	<p>Researcher: Dear reviewer, thank you for your suggestion, this research used six construct for character teaching; e.g. character transformation, character transaction, character trans-internalization, character habituation, character model and character control. The step for implementation of this character teaching dimension begin from sentence “ Character transformation dimension was implemented using the following steps...until “ 5) checking assignments and giving grades on time” On methodology section</p>
3	R2612	What did the students and researchers do during the data collection or instruction? What were the tasks of the students and researchers? These details should be explained explicitly.	<p>Researcher: Dear reviewer, thank you for your suggestion, researcher give instruction for first time, and than collaboration with lecturer for character teaching. The task of students explained on sentence “ We also provided: 1) instructions for students...until “but we used our the teaching methods”.</p>
4	R2612	By the way, the text still has grammatical errors. The tone of the language in the method should be in the past tense.	<p>Researcher: Dear reviewer, Thank you for pointing this out. The tone of language was changet to past tense tone</p>

5	R2612	If the authors explain the details of character education and correct the English language of the paper, I will be okay with the revised paper in the next round.	1.
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## The Effect of Character Teaching on College Student Social-Emotional Character Development: A Case in Indonesia

### Abstract:

This study aimed to investigate the effect of character teaching on college student socioemotional character development. The study was conducted at IAIN Pontianak, Universitas Tanjungpura and Universitas Muhammadiyah Pontianak. The sample was 1284 students, 388 male and 896 female. Partial least square-structural equation modeling (PLS-SEM) data analysis using SmartPLS was used. The findings reveal that character teaching has a significant and positive effect on college student honesty, prosociality, respect at home, respect at school, self-control, and self-development. This study suggests that colleges/universities ensure that lecturers supervise student assignments, seriousness and discipline, check students' attendance strictly, give course assessment samples, and grade their assignments on schedule. At the end of the conclusion, implications and suggestions are given.

**Keywords:** Character teaching, college student, socioemotional development

### Introduction

Indonesia has a national policy master plan stating that the ethical values in the nation's life and state have shifted, and awareness of the nation's cultural values has faded (Parent Book Character Development the National Policy 2010-2025). Character education is an effort to encourage people to grow and develop well. Therefore, investigating character teaching is important for several reasons. First, previous studies suggest improving character-based education (Berkowitz, 2011). Second, character education is important for integration with humanists, intelligence, skills, independence, discipline, and nobility and needs to be integrated into the higher education curriculum (Tanis, 2013). Third, character education is essential for a person; good or bad behavior is also determined by the character.

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This study uses college students as participants for several reasons. First, previous studies indicate that character is a more important criterion for student entrance selection, although less important for academic success ([Kern & Bowling III, 2015](#)). Second, other studies also indicate that character education contributes to the professional identity of students ([Guo et al., 2018](#)). Third, the educational role is not only a transfer of knowledge but also a place to develop attitudes, behavior, leadership, and student character ([Rokhman et al., 2014](#)). College is an educational institution that plays an important role in developing students' potential, resources, and character ([Alazmi & Alazmi, 2020](#)); the role is undoubted with the support of stakeholders, parents, and administrative sections who also play a vital role in character education ([Singh, 2019](#)).

Regarding students' perception of character teaching, there is a significant positive relationship between students' perception of the school's sense of belonging and the strengthening of character ([Lee & Huang, 2021](#)); in essence, character can be supported and developed. Another previous study also showed that students believe that teachers can change their character ([Arthur, 2011](#)). This means that the teacher has a role in changing students' character. A study of 920 students in secondary schools in Hong Kong also showed that character education affects students' social competence ([Cheung & Lee, 2010](#)). Studies in the Philippines have also shown that the strength of characters such as gratitude, fairness, hope, and love of learning influences positive emotions and academic self-efficacy ([Datu & Mateo, 2020](#)). There are also studies that suggest that student performance improves if they receive character education during study ([Isdaryanti et al., 2020](#)). A character is an attribute that contributes to an individual's identity.

Character education is a conscious and deliberate attempt to cultivate virtue in oneself effort involves all related parties, such as parents, schools, the environment, and society.

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Previous studies revealed that character education positively impacts students' character values in the form of religious importance, personality, and social and competitive attitudes ([Zurqoni et al., 2018](#)). (~~Zurqoni et al., 2018~~) Therefore, education needs to facilitate character building, design good character development programs, provide models, interventions, consistent habituation, and character strengthening.

Internalization is imagination deepening and mastery achieved through coaching, guidance, and so on ([Setiawan, 2012](#)). ~~Chabib~~-Thoha ([1996](#)) states that internalization is a technique in value education whose goal is to own values that are fused with personality. (~~Thoha, 1996~~). In learning, teacher knowledge about character education must be integrated with the curriculum to support character education ([Citra, 2012](#)). Therefore, it is necessary to continue to remind teachers and lecturers to internalize values in the learning process. Integration of character teaching in lectures can be realized by thoroughly including character values in the syllabus and learning implementation plan, teaching materials and media, classroom implementation, assessment, monitoring, and evaluation of activities ([Winarni, 2013](#)). Some of the important characters that need to be developed are gratitude, hope, justice, and love of learning ([Datu & Mateo, 2020](#)).

Religious education and learning affect the ethics of student behavior ([Halim Tamuri et al., 2013](#)), so it is interesting to study whether there is an influence of character teaching in college with socioemotional student character. Internalization can be implemented through character mingling, character examples, character models, value integration in learning ([Hidayati et al., 2020](#)), and modeling and control/supervision ([Ulwan & Semait, 1988](#)). The character model is important in shaping the student's character; they obtain the model directly from their teacher/lecturer. The model is important in character education ([Prasetyo et al., 2019](#)), and the character model is one of

the character education methods ([Munawwaroh, 2019](#)). Other studies also reveal that the teacher model boosts character education ([Wardhani & Wahono, 2017](#)).

Specifically, character teaching in this study is seen as a process of internalizing values and character through education. Therefore, this study uses the theory of internalization of values/characters consisting of character transformation, character transactions, and transinternalization ([Muhaimin, 2008](#)). Character teaching is hypothesized to influence socioemotional development because it is useful for students. Previous research has revealed the influence of socioemotional well-being and student achievement ([Berger et al., 2011](#)). Social-emotional development is the ability to manage and express emotions completely, both positive and negative, while interacting with others around them and actively learning by exploring their environment ([Gartner et al., 2005](#)). The good character that needs to be developed is honesty, which is based on being trusted in words, actions, and work ([Gunawan & Sari, 2019](#)).

Among the universities that clearly have character education programs are IAIN Pontianak, Tanjungpura University and Muhammadiyah University of Pontianak. Character teaching in IAIN Pontianak is done through *Ma'had Al-Jami'ah*. *Ma'had's* flagship programs are *giroatul kutub*, *tahfidz* and public speaking. *Muhadhioroh* and *sholawatan*. Character education is a priority for *Ma'had Al-jami'ah*, where the vision is to be the center of guidance for *mahasantri* in the fields of morality, worship, language, literature studies and *tahfidz*. The purpose of *Ma'had* is to implement *mahasantri* in worship and develop good manners in conjunction ([Adminwpmahad, 2021](#)). Meanwhile, Tanjungpura Pontianak University has a program called PENDIKAR (character education), which is a pancasila-based character education program. The Pendikar program is a character education program that can be interpreted as universal character development that can

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be extracted from the character values in Pancasila. The 5 main values are religious, nationalist, mutual cooperation, integrity and independence ([Admin, 2022, December 28](#)).

Universitas Muhammadiyah Pontianak implements character internalization through **the *al-Islam Kemuhadiyah*** (AIK) program. The program is added into the curriculum and taught for 4 semesters. The three campuses have similarities in character education, namely, the habit of reading the Quran, understanding the contents of the Quran, moral guidance, **aqedah** and **fiqh**. Lecturers teach character with constant guidance, example and habituation.

The current study was approved by the ethical committee of The Teacher Training and Education Faculty (Fakultas Tarbiyah dan Ilmu Keguruan), Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak) protocol number 349/KOMET/FTIK/2022. This study was also approved by the Institute for Research and Community Service (Lembaga Penelitian dan Pengabdian Kepada Masyarakat) Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak), West Kalimantan Indonesia (protocol number: B-147/In.15/LP2M/HM.01/03/2022).

Regarding the research question, we proposed the following hypotheses:

Hypothesis 1. Character teaching has a significant and positive effect on college student prosociality.

Hypothesis 2. Character teaching has a significant and positive effect on college student honesty.

Hypothesis 3. Character teaching has a significant and positive effect on student self-development.

Hypothesis 4. Character teaching has a significant and positive effect on college student self-control.

Hypothesis 5. Character teaching has a significant and positive effect on college student respect at school/college.

Hypothesis 6. Character teaching has a significant and positive effect on college student respect at home.

## **Methodology**

### *Research Design*

This study uses a survey design and data collection using questionnaires given online. A survey was chosen because this study has the following purposes: 1) to collect data on student opinions about character teaching and socioemotional development, 2) to generalize through a representative sample, 3) to determine the influence of variables on other variables in a natural setting, 4) to test predetermined hypotheses, and 5) to eliminate doubt about the influence of the variables used.

### *Sample and Data Collection*

The population of this study was students from Institut Agama Islam Negeri Pontianak, Tanjungpura University, and Muhammadiyah Pontianak University. The study was conducted with simple random sampling techniques. The sample of this study was 1284 college students, 388 male and 896 female. All participating students were given a link to the survey through Google Forms with their college's permission. A Likert scale was used with the following five options: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

The college student sample came from 16 departments: Islamic Education Department (408), Syari'ah Business Department (97), Islamic Family Law Department (86), Mathematic Education Department (17), Arabic Language Department (29), PGMI Department (39), PIAUD Department (29), Syari'ah Bank Department (89), PPG (76), Islamic Psychology Department (25), Statistic

Department (11), Islamic Counseling Department (109), Syari'ah Accounting Department (65), Syari'ah Economics (137) and Public Administration Department (33). The present study was conducted over seven months from June 2021 to December 2021 in West Kalimantan Province. The population of this study was students of IAIN Pontianak, Tanjungpura University, and the Muhammadiyah University of Pontianak.

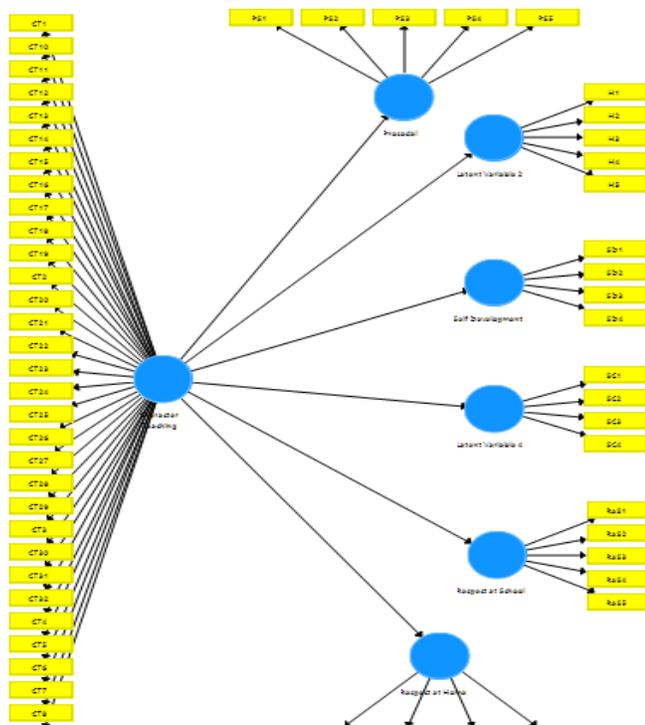
A character teaching instrument modified from Muhaimin's theory consisting of character transformation, character transactions, and character transinternalization ([Muhaimin, 2008](#)) was used. All character indicators were placed in one construct because it is a unity of the character teaching process. Nonetheless, all indicators were created with different codes to distinguish their constructs. There are 5 character transformation indicators (CT1 to CT5), 6 character transaction indicators (CT6 to CT11), and 5 character transinternalization indicators (CT12 to CT16). Furthermore, this study uses Muhammad Nasih Ulwan's basic character habituation, character good news, and character supervision (Nasih Ulwan, 2004). There are five indicators of character habituation (CT17 to CT21), 6 character models (CT22 to CT27), and five indicators of character control (CT28 to CT32) are created by researchers. The socioemotional character development instrument from Peter Ji, David L. DuBois, and Brian R. Flay (Ji et al., 2021) was used. This instrument consists of prosocial indicators, honesty, respect at school, respect at home, self-development, and self-control. Prosocial dimensions have 5 indicators (PS1-PS5), honesty has 5 indicators (H1-H5), respect at school has 5 indicators (RaS1-RaS5), respect at home has 4 indicators, self-development has 4 indicators, and self-control has 4 indicators.

### Analysis of Data

Partial least square (PLS) structural equation modeling (SEM) data analysis using SmartPLS was used. This software was used due to its ability to predict construct effects for small samples and because it is easy to use. The validity and reliability of the model was measured, and the structural model was assessed by collinearity, coefficient of determination, effect size, predictive relevance, variant inflation factors and path coefficient.

### Findings/Results

The present study aims to determine the effect of character teaching on honesty, prosociality, respect at home, respect at school, self-control and self-development using a model and structural measurement. Model measurements are performed by calculating the validity and reliability of the instrument. The indicator was assessed with three measurements: 1) indicator loading and internal consistency reliability, 2) convergent validity, and 3) discriminant validity (Hair et al., 2019).



*Figure 1. Hypothetical Model*

*Measurement models*

The measurement model was assessed with three measures: 1) indicator loading and internal consistency, 2) convergent validity and 3) discriminant validity. The indicator loading value was used to inspect indicator validity. If the indicator loading value is more than 0.7, the indicator is ideal for assessing the construct. Indicators with scores less than 0.7 are excluded from the model because they do not match the minimum criteria ([Hair et al., 2019](#)). [Table 1](#) shows the details of the loading indicators of all constructs. Cronbach's alpha ( $\alpha$ ) and composite reliability (CR) were reported for instrument internal consistency reliability. This study implemented the threshold set; Cronbach's alpha ( $\alpha$ ) should be  $> .600$  ([Ghozali, 2014](#)), and CR should be  $> .708$ . Constructs that obtain composite reliability values  $\geq .7$  have high reliability. SmartPLS output showed that prosociality received a value of 0.83, honesty received a score of 0.88, respect at home received a value of 0.88, respect at school received a value of 0.91, self-development received a value of 0.86, self-control received a value of 0.82 and character teaching received a value of 0.91. These numbers show that the instrument is reliable.

Convergent validity is a degree of conformity between the measurement attributes of the measuring instrument and its theoretical concepts. Discriminant validity testing of this study is based on the value of AVE (average of variance extracted). Convergent validity is intended to determine the relationship between indicator measures in the same construct. Convergent validity is met if the AVE value is  $\geq .500$  ([Henseler et al., 2009](#)).

*Table 1. Reflective Indicator Loadings and Internal Consistency*

Construct	Item	Loadings	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	Consideration
Character teaching	CT24	0.717	0.857	0.862	0.898	0.638	Valid and reliable
	CT28	0.800					
	CT30	0.842					
	CT31	0.810					
	CT32	0.819					
Honesty	H1	0.717	0.823	0.830	0.876	0.586	Valid and reliable
	H2	0.800					
	H3	0.800					
	H4	0.713					
	H5	0.792					
PS	PS1	0.774	0.688	0.698	0.828	0.616	Valid and reliable
	PS2	0.841					
	PS4	0.736					
Respect at home	RaH1	0.793	0.813	0.812	0.877	0.640	Valid and reliable
	RaH2	0.838					
	RaH3	0.812					
	RaH4	0.755					
Respect at school/ university	RaS1	0.742	0.873	0.880	0.908	0.665	Valid and reliable
	RaS2	0.886					
	RaS3	0.864					
	RaS4	0.767					
	RaS5	0.808					
SC	SC1	0.727	0.666	0.671	0.817	0.599	Valid and reliable
	SC2	0.810					
	SC3	0.783					
SD	SD1	0.739	0.789	0.795	0.863	0.612	Valid and reliable
	SD2	0.790					

SD3	0.813
SD4	0.785

	CT24	
	CT28	
	CT30	
	CT31	
	CT32	
	H1	I apologize when I have done something wrong
	H2	I tell the truth when I have done something wrong
	H3	I tell others the truth
	H4	I keep promises I make to others
	H5	I admit my mistakes
	PS1	I play nicely with others
	PS2	I do things that are good for the group
	PS4	I am nice to friends who are different from me
	RaH1	I speak politely to my parents
	RaH2	I obey my parents
	RaH3	I listen (without interrupting) to my parents
	RaH4	I follow the rules at home
	RaS1	I speak politely to my teacher and other adults at university
	RaS2	I obey my teacher/lecturer and other adults at university
	RaS3	I follow the directions of my lecturer and other friend
	RaS4	I listen (without interrupting) to my teacher and other friends at university
	RaS5	I follow university rules
	SC1	I wait my turn in line patiently
	SC2	I keep my temper when I have an argument with other friends
	SC3	I follow the rules even when they tease me or call me bad names
	SD1	I make myself a better person
	SD2	I keep trying at something until I succeed
	SD3	I set goals for myself (make plan for the future)
	SD4	I try to be my best

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Discriminant validity is indicated by a discrepancy between attributes that should not be measured by a measuring instrument with a theoretical concept of the variable. The discriminant validity of reflective indicator measurements is calculated based on the cross-loading value of the variable manifested against each latent variable. If the correlation between latent variables with each

indicator is more significant than the correlation with other variables, then the latent variable can predict the indicator better than other latent variables. Table 3 shows the details of the Fornell-Larcker criterion.

*Table 3. Fornell-Larcker Cross Loading*

	<b>CT</b>	<b>H</b>	<b>P</b>	<b>RaH</b>	<b>RaS</b>	<b>SC</b>	<b>SD</b>
Character Teaching	0.799						
Honesty	0.413	0.765					
Prosociality	0.436	0.527	0.785				
Respect at Home	0.339	0.487	0.400	0.800			
Respect at School	0.361	0.495	0.471	0.627	0.815		
Self-Control	0.379	0.536	0.429	0.399	0.422	0.774	
Self-Development	0.406	0.488	0.444	0.456	0.533	0.414	0.782

Discriminant validity also appears when constructs are above 0.9. All construct values must be lower than 0.9. Henseler et al. suggest values not greater than .0 for testing the validity of the discriminant, which suggests that all indicators based on the Heterotrait-Monotrait ratio are valid (Henseler et al., 2009). Discriminant validity also appears when the Heterotrait-Monotrait (HTMT) value of the indicator is higher than .900. Table 4 indicates that all construct HTMT values were lower than 0.900.

*Table 4. Heterotrait-Monotrait (HTMT)*

	<b>CT</b>	<b>H</b>	<b>P</b>	<b>RaH</b>	<b>RaS</b>	<b>SC</b>	<b>SD</b>
Character Teaching							
Honesty	0.487						
Prosociality	0.562	0.702					
Respect at Home	0.400	0.601	0.531				
Respect at School	0.412	0.589	0.602	0.748			
Self-Control	0.500	0.733	0.640	0.551	0.568		
Self-Development	0.487	0.610	0.605	0.570	0.646	0.582	

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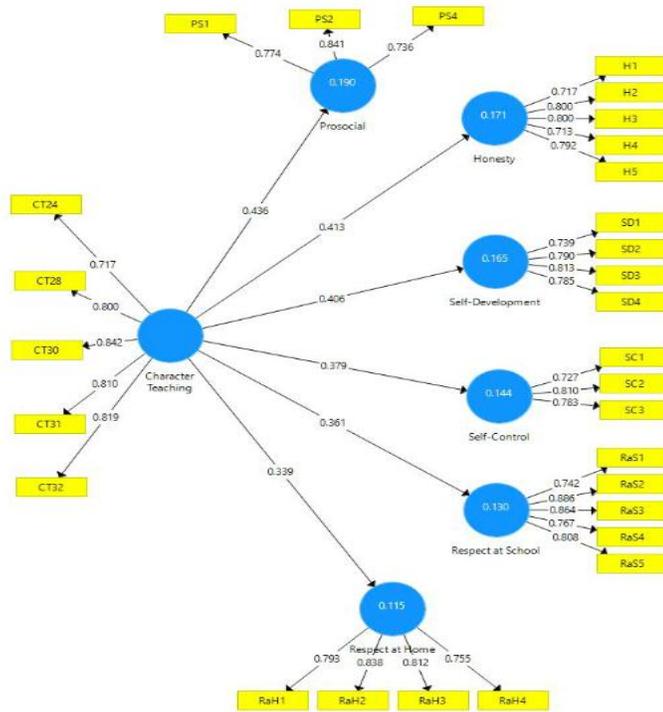


Figure 2. Final Model

Structural model assessments

Structural model measurements using 1) collinearity, 2) coefficient of determination ( $r^2$ ), 3) effect size ( $f^2$ ), 4) predictive relevance ( $q^2$ ) using blindfolding procedure, and 5) path coefficient. *First*, a collinearity test was used to test whether this model is worth using. An instrument is eligible to proceed to the following process if the VIF value is less than 3 for the inner model and smaller than 10 for the outer model (Sarstedt et al., 2016). Character education is a predictor of prosociality, honesty, self-development, self-control, respect at school/college and respect at home. Character

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teaching is a predictor of prosociality (VIF = 1.000), honesty (VIF = 1.000), self-development (VIF = 1.000), self-control, (VIF = 1.000), respect at school/college (VIF = 1.000), and respect at home (VIF = 1.000). [Table 7](#) shows the VIF value.

*Table 7. Variance Inflation Factor (VIF) Value*

Character Teaching	1.000	1.000	1.000	1.000	1.000	1.000
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Second is the coefficient of determination ( $r^2$ ). The goodness of fit (GoF) testing is seen from the  $r^2$  value. The coefficient of determination is a variant of proportions on endogenous variables that exogenous variables can predict. Values range from 0 to 1; 0.75 is substantial, 0.50 moderate and 0.25 weak ([Chin, 1998](#)). The construct  $r^2$  values are honesty 0.170 (weak), prosociality 0.189 (weak), self-development 0.164 (weak), self-control 0.143 (weak), respect at school 0.130 (weak), and respect at home 0.114 (weak). The values obtained by each construct can be seen in detail in [Table 8](#).

*Table 8. Coefficient of Determination ( $R^2$ )*

	<b>R Square</b>	<b>R Square Adjusted</b>
Honesty	0.171	0.170
Prosociality	0.190	0.189
Respect at Home	0.115	0.114
Respect at School	0.130	0.130
Self-Control	0.144	0.143
Self-Development	0.165	0.164

Third, effect size ( $f^2$ ) measurement is performed by looking at changes in coefficient of determination ( $r^2$ ) values. This change in value is used to see the effect of exogenous latent variables on endogenous variables and whether they have a substantive influence (Ghozali, 2014). The same  $f^2$  achievement recommended by (Cohen, 1988), which is 0.02, has little effect; 0.15 has a moderate influence, and 0.35 means it has a significant influence on the structural level (Chin, 1998).

Table 8. Effect Size ( $F^2$ )

	<b>H</b>	<b>P</b>	<b>RaH</b>	<b>RaS</b>	<b>SC</b>	<b>SD</b>
Character Teaching	0.206	0.235	0.130	0.150	0.168	0.197

Fourth is predictive relevance. The Stone-Geisser ( $Q_2$ ) test is a statistical test to measure how well the model and the resulting parameters produce the observation value (predictive relevance). If the  $Q_2$  value is greater than 0, then the model has predictive relevance, while if it is less than 0, it means that the model has no predictive relevance (Ghozali, 2014). If  $Q_2$  is greater than 0, exogen constructs are predictively relevant to endogenous constructs. The relevant predictive value criteria are 0.02 (small predictive), 0.15 (medium) and 0.35 (large). Table 9 shows the predictive relevance value.

Table 9. Predictive Relevance

	<b>SSO</b>	<b>SSE</b>	<b><math>Q^2 (=1 - SSE/SSO)</math></b>
Character Teaching	6420.000	6420.000	
Honesty	6420.000	5787.621	0.099
Prosociality	3852.000	3407.601	0.115
Respect at Home	5136.000	4769.135	0.071
Respect at School	6420.000	5875.925	0.085

Self-Control	3852.000	3529.389	0.084
Self-Development	5136.000	4625.840	0.099

*Fifth* is the path coefficient. The calculation of the path coefficient between endogenous and exogenous constructs was performed with 5000 bootstraps applying a 5% (one tailed) significance level (Figure 2). Character education is a significant predictor of prosociality ( $\beta=0.426$ ;  $t=15,386$ ,  $p=0.000$ ), honesty ( $\beta=0.407$ ;  $t=14,624$ ,  $p=0.000$ ), self-development ( $\beta=0.401$ ;  $t=14,970$ ,  $p=0.000$ ), self-control ( $\beta=0.356$ ;  $t=12,624$ ,  $p=0.000$ ), respect at school ( $\beta=0.360$ ;  $t=12,362$ ,  $p=0.000$ ), and respect at home ( $\beta=0.338$ ;  $t=11,200$ ,  $p=0.000$ ). Table 6 shows the path coefficient.

Table 6. Path Coefficient

	$\beta$	Sample Mean	Standard Deviation	T Statistics (O/STDEV)	P Values
Character Teaching -> Honesty	0.413	0.415	0.028	14.875	0.000
Character Teaching -> Prosociality	0.436	0.438	0.027	15.991	0.000
Character Teaching -> Respect at Home	0.339	0.341	0.030	11.363	0.000
Character Teaching -> Respect at School	0.361	0.362	0.029	12.487	0.000
Character Teaching -> Self-Control	0.379	0.381	0.028	13.689	0.000
Character Teaching -> Self-Development	0.406	0.407	0.027	14.964	0.000

### Discussion

The 1<sup>st</sup> hypothesis (character teaching has a significant positive effect on prosocial college students) was accepted. The output of SmartPLS provided a  $\beta$  of 0,436, a t-statistic of 15,991

(greater than 1.96), and a p value of .000 (below .05). This means that the effect is significant. The  $R^2$  value was 0.190, and the R-square adjusted was 0.189, indicating that character education had a weak effect on the prosocial construct. The result of the blindfolding calculation is 0.115, which indicates the presence of a medium predictive relevance and shows that exogenous constructs are a relevant predictor of endogenous constructs.

Character teaching by lecturers provides a model of being disciplined by entering the classroom on time (CT24), monitoring student assignments to foster honest character (CT28), using discipline (CT30), exhibiting neatness and cleanliness (CT31), grading and assigning work in a lively and timely manner (CT32), all of which affect students' prosociality. Prosocial behavior is a behavior that benefits others; it has positive social consequences and connects to the psychological well-being of others. Prosocial indicators are play nicely with others (PS1), do things that are good for the group (PS2), and I treat my friends the way I like to be treated (PS4). Prosociality is an act of helping others without providing a direct benefit to the person who performs the act, and it can even harm the person who helps ([Baron & Byrne, 2004](#)). Prosocial behavioral aspects are sharing, helping, donating, cooperating, and honesty ([Eisenberg & Mussen, 1989](#)).

These indicators also affect tolerance ability as one of the prosocial elements. These findings are consistent with character education affecting student tolerance ([Fahmi et al., 2021](#)). When lecturers give assignments and assess each group of students carefully, it leads to attitudes of honesty and cooperating with others well in students, especially in one group. It also gives rise to a positive attitude in students despite being in a group with friends who are different from them. This finding is also consistent with a previous study showing that the older a person gets, the more prosocial the person is ([Mayr & Freund, 2020](#)).

Although the effect is weak, this study proves the influence of character education on prosociality, in accordance with Arthur's study, which indicates that the model and mentorship of teachers affect students' prosociality ([Arthur, 2011](#)). When the teacher gives an example of discipline and corrects student tasks on time and objectively, it will have an influence on the student's prosociality. Normative moral and personal character does affect prosocial students ([Lin & Shek, 2022](#)).

The 2<sup>nd</sup> hypothesis, character teaching has a significant and positive effect on honesty, was accepted based on the results of the analysis of hypothesis data received because it obtained value  $\beta$ ; 0,413, t-statistic 14.875 and P Values .000 (below .05), which means the effect is significant. The value of  $R^2$  is 0.171, and the R-square adjusted value is 0.170. This output shows that character education influences honesty even though it is weak. The result of blindfolding calculations is 0.096, indicating weak predictive relevance and that exogenous constructs can be used as relevant predictors of endogenous constructs. Lecturers need to carry out their duties well to educate, train, teach and evaluate their students ([Irawati & Idrus, 2019](#)). Lecturers who grade the majority of tasks and provide assessments objectively influence honesty, an important trait for the younger generation ([James, 1933](#)). Honesty is one of the core characteristics that needs attention ([Pala, 2011](#)). Until now, there have been no studies that can confirm with certainty that the teaching of character does not affect the honesty of students. Character teaching has a positive impact on a person's attitude and behavior, including honesty, respect, self-control and self-development. Character teaching can help a person understand important moral and ethical values such as honesty and prosociality. On the other hand, character teaching is also not always effective in influencing a person because many other variables contribute, such as social environment and cultural influences and personality.

Regarding the 3<sup>rd</sup> hypothesis, the hypothesis that character teaching has a significant and positive effect on self-development was accepted. SmartPLS output provided  $\beta$ ; 0,406, t-statistic; 14,964, and p values .000 (below .05), which means that the effect is significant. The hypothesis was accepted because the t-statistic was greater than 1.96. The  $R^2$  value was 0.165, and the R-square adjusted was 0.164, showing that character education has a weak influence on self-development. The blindfolding calculation was 0.099, indicating predictive relevance at the weak level and showing that exogenous constructs are a relevant predictor of endogenous constructs. Although the effect is weak, in this study, we find support for the effect of character education on self-development. By controlling the seriousness and thoroughness of student tasks, lecturers motivate students to develop themselves automatically ([Lumbantobing, 2020](#)), and this motivation also affects students' academic achievement ([Kusumajati et al., 2017](#)). Therefore, this character education has an influence on SECD.

The 4<sup>th</sup> hypothesis regarding the effect of character teaching on self-control was accepted, as it obtains a statistical result;  $\beta$ ; 0,406, t-statistic; 14,904, and p values .000 (below .05), which means the effect is positive and significant. The value of  $R^2$  is 0.166, and the R-square adjusted value is 0.165. This result shows that character education has a weak effect on self-control. The blindfolding calculation was 0.084, which indicates the presence of predictive relevance at the weak level and shows that exogenous constructs are a relevant predictor of endogenous constructs. These findings are consistent with previous research revealing the influence of morals on students' self-control ([Hidayah, 2021](#)). Values and morals are the main elements of character, and if this element has been fused in a person, then there will be strong self-control based on values and morals, especially when college students receive lecturers' attention for their assignments, discipline, seriousness and their grade in a timely manner.

The 5<sup>th</sup> hypothesis that character teaching has a significant and positive effect on respect at school/college was accepted. SmartPLS output provided  $\beta$ ; 0,361, t-statistic; 12.487, and p values .000 (was below .05). The t-statistic was greater than 1.96. This means that the effect is significant. The  $R_2$  was 0.130, and the adjusted R-square was 0.130. This shows that character education had a weak effect on respect at school. The result of blindfolding calculations was 0.085. This finding indicates that exogenous constructs are a relevant predictor of endogenous constructs, although with weak predictive relevance. However, the discipline of lecturers/teachers is also not fully able to increase students' responsibilities because lecturers/teachers impose discipline rather than use productive and creative solutions to increase student responsibility ([Lewis, 2001](#)). These findings support previous research indicating that student trust will grow and students will be more motivated ([Hernández-López et al., 2016](#)).

Entering the classroom on time (CT24), control and monitoring of the seriousness of student learning (CT28), student discipline (CT30), neatness and cleanliness of students (CT31), and grading and assigning work in a lively and timely manner (CT32) are part of teachers' professional and pedagogical competence. This competence affects the character of students who are characterized by speaking politely to lecturers (RaS1), obeying lecturers (RaS2), following the directions of teachers/lecturers (RaS3), and listening to lecturers without disturbing them (RaS4). Lecturers who grade student assignments on time and objectively will affect student confidence ([Pachler et al., 2019](#)). This belief can increase respect at school/college, and students' perception of lecturers' ability also increases students' competence ([Hernández-López et al., 2016](#)). In addition, the performance of lecturers who carry out their duties well also increases student learning motivation so that this construct is positively related to the construct of respect at school ([Anra & Yamin, 2017](#)).

Regarding the 6<sup>th</sup> hypothesis of the present study, the smartPLS output provided a  $\beta$  of 0,339, a t-statistic of 11,363, and p values of .000 (below .05). The hypothesis was accepted because the t-statistic was greater than 1.96. The  $R^2$  was .115, and the R-square adjusted was .114. This indicated that character teaching had a weak effect on respect at home. Nevertheless, this study reveals the effect of character teaching on respect at home. The result of the blindfolding calculation is 0.071, which indicates the presence of predictive relevance, although weak, and indicates that exogenous constructs are a relevant predictor of endogenous constructs. In the COVID-19 era, students learn from their homes. Therefore, they interact more with family at home. Parents can learn about lecturers' tasks, control and monitoring at home so that positive interactions are built. Students speak politely at home, obeying parents, listening to advice, and inevitability following the rules at home; understanding and support of parents while students study at home will affect their character and motivation. Parents have an important role in developing character ([Mansir, 2021](#)) and they can give direction and guidance directly at home. Character strength is the basic foundation of lifelong character attached to a person ([Park & Peterson, 2009](#)); good character toward parents and siblings at home, parental support, and the role of lecturers who teach in college play an important role in the development of student character. In addition, the findings of this study are consistent with those of a previous study showing that pedagogical competence is the most influential competence on student character ([Rahmah & Fadhli, 2021](#)), and lecturers' ability to create assignments, correct assignments, and pay attention to the character and discipline of students are factors contributing to student character. In general, the results of this study are consistent with the study ([Azhari, 2017](#)), which revealed that a lecturer is tasked with educating, teaching, training, guiding, and evaluating. Lecturers should grade the

assignments given to students carefully, and supervise their learning, seriousness, neatness, activeness, and the timeliness of students in collecting assignments.

Regarding the influence of character teaching on prosociality, honesty, self-development, self-control, respect at school, and respect at home, although it has a weak effect, character supervision positively affects all constructs. Universities should maximize student boarding schools to intensify character education further because *pesantren* are a place of total character internalization ([Baharun & Maryam, 2018](#)) so that in the future, students become superior human resources because they have good character ([Tyas et al., 2020](#)). The study also shows that socioemotional character development (SECD) is essential at the student level ([Elias, 2009](#)). SECD can also be used at the college student level, not just for elementary ([Wang et al., 2015](#)) and middle school ([Coelho et al., 2015](#)) students.

### **Conclusion**

Based on the discussion in the previous chapter, this study shows the following: 1) character teaching has a significant and positive effect on college student prosociality, 2) character teaching has a significant and positive effect on college student honesty, 3) character teaching has a significant and positive effect on college student self-development, 4) character teaching has a significant and positive effect on college student self-control, 5) character teaching has a significant and positive effect on college student respect at school/college, and 6) character teaching has a significant and positive effect on college student respect at home. Although the influence is weak, the results of this study prove that character education has a positive influence on prosociality, honesty, self-development, self-control and respect at home.

## Recommendations

Based on these findings, future research may focus on national character teaching and other good character development. Future studies can also contribute to other variables that influence socioemotional character development. Researchers can also conduct studies with this character teaching dimension and indicators of the socioemotional development of students on a larger sample. This research is also expected to be used as a material suggestion for other researchers to conduct similar research with other constructs and methods. The important issues related to character that can continue to be studied are related to the purpose of character education, the psychological component of character, the content of character education, the approach and how the campus prepares character educators ([Lickona, 1999](#)).

## Limitations

This study has some limitations; the socio-emotional character development of the participants was unknown before the study, so it could be that the existing character was formed via previous character education. Therefore, a more in-depth study that includes students' previous character teaching is needed. This study also has limitations in that only the character teaching variable was used as a predictor. Many factors affect students' socioemotional character development, such as parental role, society, and psychology.

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Appendix: valid instrument

<u>Dimension</u>	<u>Code</u>	
<u>Character teaching</u>	<u>CT24</u>	
	<u>CT28</u>	
	<u>CT30</u>	
	<u>CT31</u>	
	<u>CT32</u>	
<u>Honesty</u>	<u>H1</u>	<u>I apologize when I have done something wrong</u>
	<u>H2</u>	<u>I tell the truth when I have done something wrong</u>
	<u>H3</u>	<u>I tell others the truth</u>
	<u>H4</u>	<u>I keep promises I make to others</u>
	<u>H5</u>	<u>I admit my mistakes</u>
<u>Prosocial</u>	<u>PS1</u>	<u>I play nicely with others</u>
	<u>PS2</u>	<u>I do things that are good for the group</u>
	<u>PS4</u>	<u>I am nice to friends who are different from me</u>
<u>Respect at home</u>	<u>RaH1</u>	<u>I speak politely to my parents</u>
	<u>RaH2</u>	<u>I obey my parents</u>

**Commented [A11]:** Add table title. Add sentences for CT'4, CT28, CT30, CT31 and CT 32. Also, Moving it to the appendix is more suitable.

	<u>RaH3</u>	<u>I listen (without interrupting) to my parents</u>
	<u>RaH4</u>	<u>I follow the rules at home</u>
<u>Respect at school/ university</u>	<u>RaS1</u>	<u>I speak politely to my teacher and other adults at university</u>
	<u>RaS2</u>	<u>I obey my teacher/lecturer and other adults at university</u>
	<u>RaS3</u>	<u>I follow the directions of my lecturer and other friend</u>
	<u>RaS4</u>	<u>I listen (without interrupting) to my teacher and other friends at university</u>
	<u>RaS5</u>	<u>I follow university rules</u>
<u>Self control</u>	<u>SC1</u>	<u>I wait my turn in line patiently</u>
	<u>SC2</u>	<u>I keep my temper when I have an argument with other friends</u>
	<u>SC3</u>	<u>I follow the rules even when they tease me or call me bad names</u>
<u>Self development</u>	<u>SD1</u>	<u>I make myself a better person</u>
	<u>SD2</u>	<u>I keep trying at something until I succeed</u>
	<u>SD3</u>	<u>I set goals for myself (make plan for the future)</u>
	<u>SD4</u>	<u>I try to be my best</u>

<b>CORRECTION REPORT</b>			
<b>No</b>	<b>Reviewer Code</b>	<b>Reviews</b>	<b>Corrections made by the author</b>
<b>1</b>	<b>R2612</b>	The introduction is excessively long. The authors should reduce the amount of information that the authors give in this introduction. This introduction focuses solely on the importance of the variables used in this study. However, this introduction does not focus on the research gaps in the literature to explain the rationality of this study. In addition, the authors did not present the main findings of previous research on character education and social-emotional character development. In addition, the authors did not point out the strengths and weaknesses of previous studies. What are the main findings of previous studies on character education and the variables used in this study. The authors need to explain the rationale and research problem based on the main findings of previous studies.	<ol style="list-style-type: none"> <li>1. The focus on the research gap has been corrected and added references to improve the rationality of this research.</li> <li>2. The main findings from the previous research have been added and discussed briefly in the introduction section.</li> <li>3. The core findings of the preliminary study are already linked to the variables in this study.</li> <li>4. A rationalization explanation of the preliminary research and the problem of this research has already been added.</li> </ol>
<b>2</b>	<b>R2612</b>	What is the student demographic information (age, gender, achievement, etc.) in the method?	<ol style="list-style-type: none"> <li>1. Information about age, gender, achievement and others about students has been added to the methodology section</li> </ol>
<b>3</b>	<b>R2612</b>	My main criticism of the paper is that no details were given about how character instruction was implemented in the study. How was this teaching implemented in this study? What were the students and researchers doing during the data	<ol style="list-style-type: none"> <li>1. Detailed information about how to implement and instructions on the campus that is the object of research has been added.</li> <li>2. Character teaching in this study has also been added.</li> <li>3. What students and researchers do during data collection has been added to the methodology section.</li> </ol>

		<p>collection or instruction?  What were the tasks of the students and researchers? All of these details await answers from the authors.</p>	
4	R2612	<p>Regarding the method, the information about the data collection instrument is unclear. How many items do the instruments contain? More information about these should be presented in the method.</p>	<ol style="list-style-type: none"> <li>1. Information about data collection instruments has been made more detailed by adding relevant information.</li> <li>2. The number of items in the research instrument has been added Additional.</li> <li>3. information related to instruments has been added (appendix)</li> </ol>
5	R2612	<p>The discussion of the results resembles a literature review and does not include information on the differences and similarities between the previous studies and the current study. The authors must focus on the differences and similarities between previous and current studies. In addition, they should discuss the possible reasons for the findings. For example, why character instruction has significant effects. What are the reasons for this finding?</p>	<ol style="list-style-type: none"> <li>1. Additional information in the discussion section has been added information about the differences and similarities with this study.</li> <li>2. Reasons why the results of this study are significant have already been added.</li> <li>3. What is the reason for the findings of this study has already been added.</li> </ol>
6	R2612	<p>The conclusion does not explain how this work contributes to the literature. How did your work fill what gaps in the literature?</p>	<ol style="list-style-type: none"> <li>1. The contribution of this research to the literature has already been added.</li> <li>2. Information about the research gap closed by the findings of this study has been added</li> </ol>
7	R2612	<p>The recommendations for scholars are not meaningful. Please indicate what should be investigated by scientists in further studies. What should be the next point for further research?</p>	<ol style="list-style-type: none"> <li>1. The recommendations section has been revised to make it more meaningful.</li> <li>2. Information on what advanced researchers can investigate is already added.</li> </ol>

			<p>3. Points for advanced researchers have already been added.</p>
8	R2612	<p>The language is very problematic. Proofreading by a native speaker is mandatory because the text has a large number of errors in terms of incorrect word choice, spelling, punctuation, misuse of the passive voice, etc. I cannot suggest this paper without having a proofreading.</p> <p>The work needs to be heavily revised.</p>	<ol style="list-style-type: none"> <li>1. The language has been edited by Elsevier's Language editing services, the Language editing certificate attached on this email</li> <li>2. Thanks for the valuable advice. I am sure that with the advice of reviewers suggestion, this article will be better. Thanks again.</li> </ol>

# **The Effect of Character Teaching on College Student Social-Emotional Character Development: A Case in Indonesia**

## **Abstract:**

This study aimed to investigate the effect of character teaching on college student socioemotional character development. The study was conducted at IAIN Pontianak, Universitas Tanjungpura and Universitas Muhammadiyah Pontianak. The sample was 1284 students, 388 male and 896 female. Partial least square-structural equation modeling (PLS-SEM) data analysis using SmartPLS was used. The findings reveal that character teaching has a significant and positive effect on college student honesty, prosociality, respect at home, respect at school, self-control, and self-development. This study suggests that colleges/universities ensure that lecturers supervise student assignments, seriousness and discipline, check students' attendance strictly, give course assessment samples, and grade their assignments on schedule. At the end of the conclusion, implications and suggestions are given.

**Keywords:** Character teaching, college student, socioemotional development

## **Introduction**

Indonesia has a national policy master plan stating that the ethical values in the nation's life and state have shifted, and awareness of the nation's cultural values has faded (Parent Book Character Development the National Policy 2010-2025). Character education is an effort to encourage people to grow and develop well. Therefore, investigating character teaching is important for several reasons. First, previous studies suggest improving character-based education ([Berkowitz, 2011](#)). Second, character education is important for integration with humanists, intelligence, skills, independence, discipline, and nobility and needs to be integrated into the higher education curriculum ([Tanis, 2013](#)). Third, character education is essential for a person; good or bad behavior is also determined by the character.

This study uses college students as participants for several reasons. First, previous studies indicate that character is a more important criterion for student entrance selection, although less important for academic success ([Kern & Bowling III, 2015](#)). Second, other studies also indicate that character education contributes to the professional identity of students ([Guo et al., 2018](#)). Third, the educational role is not only a transfer of knowledge but also a place to develop attitudes, behavior, leadership, and student character ([Rokhman et al., 2014](#)). College is an educational institution that plays an important role in developing students' potential, resources, and character ([Alazmi & Alazmi, 2020](#)); the role is undoubted with the support of stakeholders, parents, and administrative sections who also play a vital role in character education ([Singh, 2019](#)).

Regarding students' perception of character teaching, there is a significant positive relationship between students' perception of the school's sense of belonging and the strengthening of character ([Lee & Huang, 2021](#)); in essence, character can be supported and developed. Another previous study also showed that students believe that teachers can change their character ([Arthur, 2011](#)). This means that the teacher has a role in changing students' character. A study of 920 students in secondary schools in Hong Kong also showed that character education affects students' social competence ([Cheung & Lee, 2010](#)). Studies in the Philippines have also shown that the strength of characters such as gratitude, fairness, hope, and love of learning influences positive emotions and academic self-efficacy ([Datu & Mateo, 2020](#)). There are also studies that suggest that student performance improves if they receive character education during study ([Isdaryanti et al., 2020](#)). A character is an attribute that contributes to an individual's identity.

Character education is a conscious and deliberate attempt to cultivate virtue in oneself effort involves all related parties, such as parents, schools, the environment, and society.

Previous studies revealed that character education positively impacts students' character values in the form of religious importance, personality, and social and competitive attitudes ([Zurqoni et al., 2018](#)). ([Zurqoni et al., 2018](#)) Therefore, education needs to facilitate character building, design good character development programs, provide models, interventions, consistent habituation, and character strengthening.

Internalization is imagination deepening and mastery achieved through coaching, guidance, and so on ([Setiawan, 2012](#)). Chabib Thoha states that internalization is a technique in value education whose goal is to own values that are fused with personality ([Thoha, 1996](#)). In learning, teacher knowledge about character education must be integrated with the curriculum to support character education ([Citra, 2012](#)). Therefore, it is necessary to continue to remind teachers and lecturers to internalize values in the learning process. Integration of character teaching in lectures can be realized by thoroughly including character values in the syllabus and learning implementation plan, teaching materials and media, classroom implementation, assessment, monitoring, and evaluation of activities ([Winarni, 2013](#)). Some of the important characters that need to be developed are gratitude, hope, justice, and love of learning ([Datu & Mateo, 2020](#)).

Religious education and learning affect the ethics of student behavior ([Halim Tamuri et al., 2013](#)), so it is interesting to study whether there is an influence of character teaching in college with socioemotional student character. Internalization can be implemented through character mingling, character examples, character models, value integration in learning ([Hidayati et al., 2020](#)), and modeling and control/supervision ([Ulwan & Semait, 1988](#)). The character model is important in shaping the student's character; they obtain the model directly from their teacher/lecturer. The model is important in character education ([Prasetyo et al., 2019](#)), and the character model is one of

the character education methods ([Munawwaroh, 2019](#)). Other studies also reveal that the teacher model boosts character education ([Wardhani & Wahono, 2017](#)).

Specifically, character teaching in this study is seen as a process of internalizing values and character through education. Therefore, this study uses the theory of internalization of values/characters consisting of character transformation, character transactions, and transinternalization ([Muhaimin, 2008](#)). Character teaching is hypothesized to influence socioemotional development because it is useful for students. Previous research has revealed the influence of socioemotional well-being and student achievement ([Berger et al., 2011](#)). Social-emotional development is the ability to manage and express emotions completely, both positive and negative, while interacting with others around them and actively learning by exploring their environment ([Gartner et al., 2005](#)). The good character that needs to be developed is honesty, which is based on being trusted in words, actions, and work ([Gunawan & Sari, 2019](#)).

Among the universities that clearly have character education programs are IAIN Pontianak, Tanjungpura University and Muhammadiyah University of Pontianak. Character teaching in IAIN Pontianak is done through *Ma'had Al-Jami'ah*. *Ma'had's* flagship programs are *qiroatul kutub*, *tahfidz* and public speaking. *Muhadhoroh* and *sholawatan*. Character education is a priority for *Ma'had Al-jami'ah*, where the vision is to be the center of guidance for mahasantri in the fields of morality, worship, language, literature studies and *tahfidz*. The purpose of *Ma'had* is to implement *mahasantri* in worship and develop good manners in conjunction ([Adminwpmahad, 2021](#)). Meanwhile, Tanjungpura Pontianak University has a program called PENDIKAR (character education), which is a Pancasila-based character education program. The Pendikar program is a character education program that can be interpreted as universal character development that can

be extracted from the character values in Pancasila. The 5 main values are religious, nationalist, mutual cooperation, integrity and independence ([Admin, 2022, December 28](#)).

Universitas Muhammadiyah Pontianak implements character internalization through the *al-Islam Kemuhadiyah* (AIK) program. The program is added into the curriculum and taught for 4 semesters. The three campuses have similarities in character education, namely, the habit of reading the Quran, understanding the contents of the Quran, moral guidance, aqeedah and fiqh. Lecturers teach character with constant guidance, example and habituation.

The current study was approved by the ethical committee of The Teacher Training and Education Faculty (Fakultas Tarbiyah dan Ilmu Keguruan), Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak) protocol number 349/KOMET/FTIK/2022. This study was also approved by the Institute for Research and Community Service (Lembaga Penelitian dan Pengabdian Kepada Masyarakat) Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak), West Kalimantan Indonesia (protocol number: B-147/In.15/LP2M/HM.01/03/2022).

Regarding the research question, we proposed the following hypotheses:

Hypothesis 1. Character teaching has a significant and positive effect on college student prosociality.

Hypothesis 2. Character teaching has a significant and positive effect on college student honesty.

Hypothesis 3. Character teaching has a significant and positive effect on student self-development.

Hypothesis 4. Character teaching has a significant and positive effect on college student self-control.

Hypothesis 5. Character teaching has a significant and positive effect on college student respect at school/college.

Hypothesis 6. Character teaching has a significant and positive effect on college student respect at home.

## **Methodology**

### *Research Design*

This study uses a survey design and data collection using questionnaires given online. A survey was chosen because this study has the following purposes: 1) to collect data on student opinions about character teaching and socioemotional development, 2) to generalize through a representative sample, 3) to determine the influence of variables on other variables in a natural setting, 4) to test predetermined hypotheses, and 5) to eliminate doubt about the influence of the variables used.

### *Sample and Data Collection*

The population of this study was students from Institut Agama Islam Negeri Pontianak, Tanjungpura University, and Muhammadiyah Pontianak University. The study was conducted with simple random sampling techniques. The sample of this study was 1284 college students, 388 male and 896 female. All participating students were given a link to the survey through Google Forms with their college's permission. A Likert scale was used with the following five options: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

The college student sample came from 16 departments: Islamic Education Department (408), Syari'ah Business Department (97), Islamic Family Law Department (86), Mathematic Education Department (17), Arabic Language Department (29), PGMI Department (39), PIAUD Department (29), Syari'ah Bank Department (89), PPG (76), Islamic Psychology Department (25), Statistic

Department (11), Islamic Counseling Department (109), Syari'ah Accounting Department (65), Syari'ah Economics (137) and Public Administration Department (33). The present study was conducted over seven months from June 2021 to December 2021 in West Kalimantan Province. The population of this study was students of IAIN Pontianak, Tanjungpura University, and the Muhammadiyah University of Pontianak.

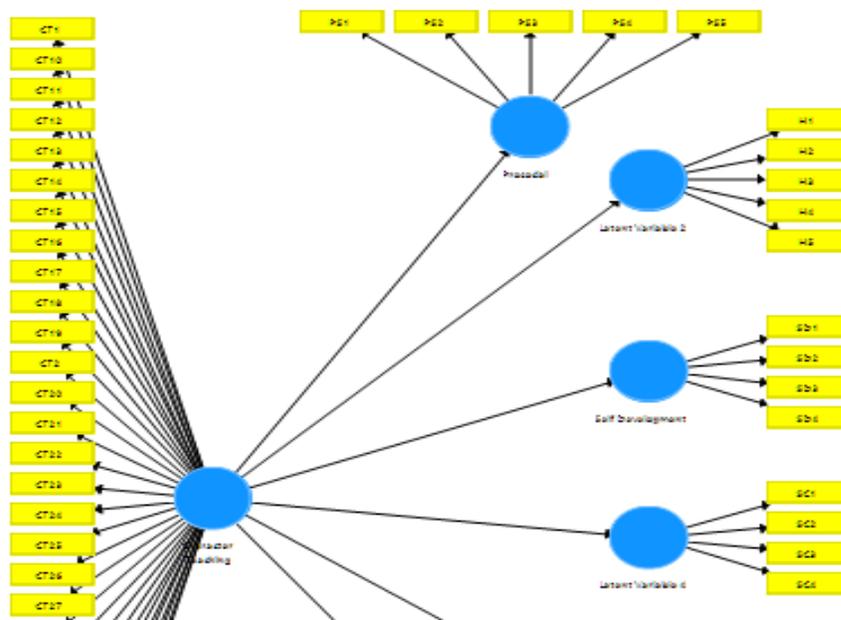
A character teaching instrument modified from Muhaimin's theory consisting of character transformation, character transactions, and character transinternalization ([Muhaimin, 2008](#)) was used. All character indicators were placed in one construct because it is a unity of the character teaching process. Nonetheless, all indicators were created with different codes to distinguish their constructs. There are 5 character transformation indicators (CT1 to CT5), 6 character transaction indicators (CT6 to CT11), and 5 character transinternalization indicators (CT12 to CT16). Furthermore, this study uses Muhammad Nasih Ulwan's basic character habituation, character good news, and character supervision (Nasih Ulwan, 2004). There are five indicators of character habituation (CT17 to CT21), 6 character models (CT22 to CT27), and five indicators of character control (CT28 to CT32) are created by researchers. The socioemotional character development instrument from Peter Ji, David L. DuBois, and Brian R. Flay (Ji et al., 2021) was used. This instrument consists of prosocial indicators, honesty, respect at school, respect at home, self-development, and self-control. Prosocial dimensions have 5 indicators (PS1-PS5), honesty has 5 indicators (H1-H5), respect at school has 5 indicators (RaS1-RaS5), respect at home has 4 indicators, self-development has 4 indicators, and self-control has 4 indicators.

## Analysis of Data

Partial least square (PLS) structural equation modeling (SEM) data analysis using SmartPLS was used. This software was used due to its ability to predict construct effects for small samples and because it is easy to use. The validity and reliability of the model was measured, and the structural model was assessed by collinearity, coefficient of determination, effect size, predictive relevance, variant inflation factors and path coefficient.

## Findings/Results

The present study aims to determine the effect of character teaching on honesty, prosociality, respect at home, respect at school, self-control and self-development using a model and structural measurement. Model measurements are performed by calculating the validity and reliability of the instrument. The indicator was assessed with three measurements: 1) indicator loading and internal consistency reliability, 2) convergent validity, and 3) discriminant validity (Hair et al., 2019).



*Figure 1. Hypothetical Model*

*Measurement models*

The measurement model was assessed with three measures: 1) indicator loading and internal consistency, 2) convergent validity and 3) discriminant validity. The indicator loading value was used to inspect indicator validity. If the indicator loading value is more than 0.7, the indicator is ideal for assessing the construct. Indicators with scores less than 0.7 are excluded from the model because they do not match the minimum criteria ([Hair et al., 2019](#)). Table 1 shows the details of the loading indicators of all constructs. Cronbach's alpha ( $\alpha$ ) and composite reliability (CR) were reported for instrument internal consistency reliability. This study implemented the threshold set; Cronbach's alpha ( $\alpha$ ) should be  $> .600$  ([Ghozali, 2014](#)), and CR should be  $> .708$ . Constructs that obtain composite reliability values  $\geq .7$  have high reliability. SmartPLS output showed that prosociality received a value of 0.83, honesty received a score of 0.88, respect at home received a value of 0.88, respect at school received a value of 0.91, self-development received a value of 0.86, self-control received a value of 0.82 and character teaching received a value of 0.91. These numbers show that the instrument is reliable.

Convergent validity is a degree of conformity between the measurement attributes of the measuring instrument and its theoretical concepts. Discriminant validity testing of this study is based on the value of AVE (average of variance extracted). Convergent validity is intended to determine the relationship between indicator measures in the same construct. Convergent validity is met if the AVE value is  $\geq .500$  ([Henseler et al., 2009](#)).

*Table 1. Reflective Indicator Loadings and Internal Consistency*

<b>Construct</b>	<b>Item</b>	<b>Loadings</b>	<b>Cronbach's Alpha</b>	<b>rho_A</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted (AVE)</b>	<b>Consideration</b>
Character teaching	CT24	0.717	0.857	0.862	0.898	0.638	Valid and reliable
	CT28	0.800					
	CT30	0.842					
	CT31	0.810					
	CT32	0.819					
Honesty	H1	0.717	0.823	0.830	0.876	0.586	Valid and reliable
	H2	0.800					
	H3	0.800					
	H4	0.713					
	H5	0.792					
	PS1	0.774	0.688	0.698	0.828	0.616	Valid and reliable
	PS2	0.841					
	PS4	0.736					
Respect at home	RaH1	0.793	0.813	0.812	0.877	0.640	Valid and reliable
	RaH2	0.838					
	RaH3	0.812					
	RaH4	0.755					
Respect at school	RaS1	0.742	0.873	0.880	0.908	0.665	Valid and reliable
	RaS2	0.886					
	RaS3	0.864					
	RaS4	0.767					
	RaS5	0.808					
	SC1	0.727	0.666	0.671	0.817	0.599	Valid and reliable
	SC2	0.810					
	SC3	0.783					
	SD1	0.739	0.789	0.795	0.863	0.612	Valid and reliable
	SD2	0.790					

SD3	0.813
SD4	0.785

	CT24
	CT28
	CT30
	CT31
	CT32
H1	I apologize when I have done something wrong
H2	I tell the truth when I have done something wrong
H3	I tell others the truth
H4	I keep promises I make to others
H5	I admit my mistakes
PS1	I play nicely with others
PS2	I do things that are good for the group
PS4	I am nice to friends who are different from me
RaH1	I speak politely to my parents
RaH2	I obey my parents
RaH3	I listen (without interrupting) to my parents
RaH4	I follow the rules at home
RaS1	I speak politely to my teacher and other adults at university
RaS2	I obey my teacher/lecturer and other adults at university
RaS3	I follow the directions of my lecturer and other friend
RaS4	I listen (without interrupting) to my teacher and other friends at university
RaS5	I follow university rules
SC1	I wait my turn in line patiently
SC2	I keep my temper when I have an argument with other friends
SC3	I follow the rules even when they tease me or call me bad names
SD1	I make myself a better person
SD2	I keep trying at something until I succeed
SD3	I set goals for myself (make plan for the future)
SD4	I try to be my best

Discriminant validity is indicated by a discrepancy between attributes that should not be measured by a measuring instrument with a theoretical concept of the variable. The discriminant validity of reflective indicator measurements is calculated based on the cross-loading value of the variable manifested against each latent variable. If the correlation between latent variables with each

indicator is more significant than the correlation with other variables, then the latent variable can predict the indicator better than other latent variables. Table 3 shows the details of the Fornell-Larcker criterion.

*Table 3. Fornell-Larcker Cross Loading*

	<b>CT</b>	<b>H</b>	<b>P</b>	<b>RaH</b>	<b>RaS</b>	<b>SC</b>	<b>SD</b>
Character Teaching	0.799						
Honesty	0.413	0.765					
Prosociality	0.436	0.527	0.785				
Respect at Home	0.339	0.487	0.400	0.800			
Respect at School	0.361	0.495	0.471	0.627	0.815		
Self-Control	0.379	0.536	0.429	0.399	0.422	0.774	
Self-Development	0.406	0.488	0.444	0.456	0.533	0.414	0.782

Discriminant validity also appears when constructs are above 0.9. All construct values must be lower than 0.9. Henseler et al. suggest values not greater than .0 for testing the validity of the discriminant, which suggests that all indicators based on the Heterotrait-Monotrait ratio are valid ([Henseler et al., 2009](#)). Discriminant validity also appears when the Heterotrait-Monotrait (HTMT) value of the indicator is higher than .900. [Table 4](#) indicates that all construct HTMT values were lower than 0.900.

*Table 4. Heterotrait-Monotrait (HTMT)*

	<b>CT</b>	<b>H</b>	<b>P</b>	<b>RaH</b>	<b>RaS</b>	<b>SC</b>	<b>SD</b>
Character Teaching							
Honesty	0.487						
Prosociality	0.562	0.702					
Respect at Home	0.400	0.601	0.531				
Respect at School	0.412	0.589	0.602	0.748			
Self-Control	0.500	0.733	0.640	0.551	0.568		
Self-Development	0.487	0.610	0.605	0.570	0.646	0.582	

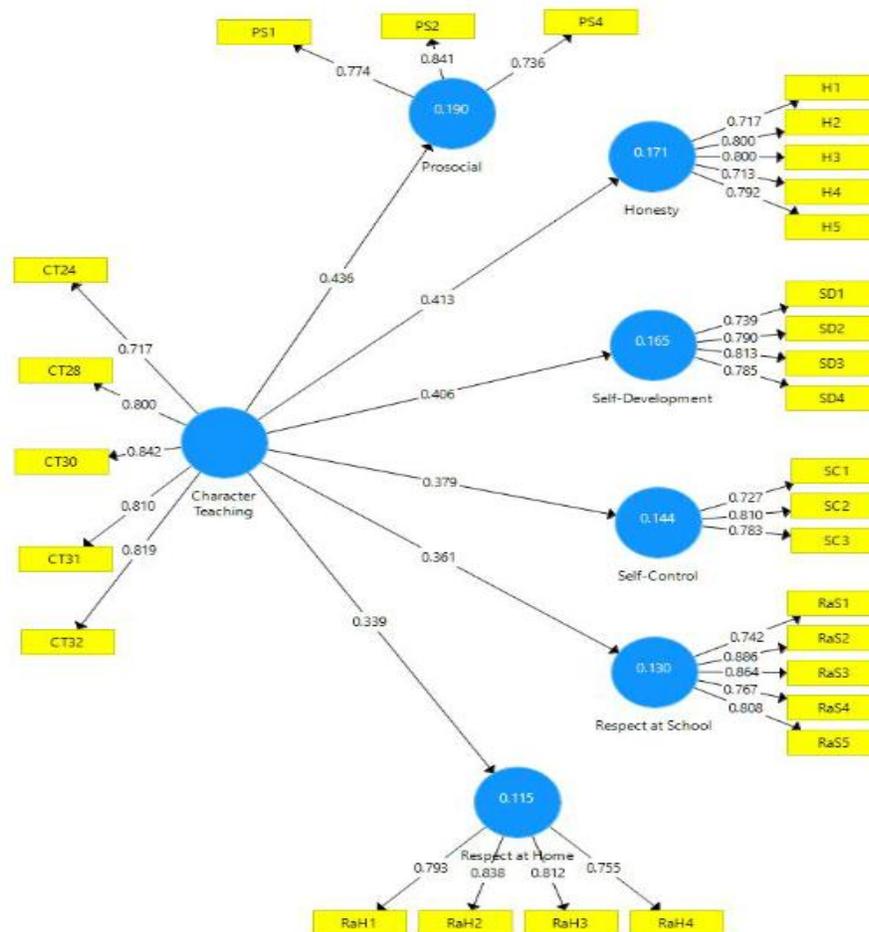


Figure 2. Final Model

### Structural model assessments

Structural model measurements using 1) collinearity, 2) coefficient of determination ( $r^2$ ), 3) effect size ( $f^2$ ), 4) predictive relevance ( $q^2$ ) using blindfolding procedure, and 5) path coefficient. *First*, a collinearity test was used to test whether this model is worth using. An instrument is eligible to proceed to the following process if the VIF value is less than 3 for the inner model and smaller than 10 for the outer model (Sarstedt et al., 2016). Character education is a predictor of prosociality, honesty, self-development, self-control, respect at school/college and respect at home. Character

teaching is a predictor of prosociality (VIF = 1.000), honesty (VIF = 1.000), self-development (VIF = 1.000), self-control, (VIF = 1.000), respect at school/college (VIF = 1.000), and respect at home (VIF = 1.000). [Table 7](#) shows the VIF value.

*Table 7. Variance Inflation Factor (VIF) Value*

Character	1.000	1.000	1.000	1.000	1.000	1.000
Teaching	1.000	1.000	1.000	1.000	1.000	1.000

Second is the coefficient of determination ( $r^2$ ). The goodness of fit (GoF) testing is seen from the  $r^2$  value. The coefficient of determination is a variant of proportions on endogenous variables that exogenous variables can predict. Values range from 0 to 1; 0.75 is substantial, 0.50 moderate and 0.25 weak ([Chin, 1998](#)). The construct  $r^2$  values are honesty 0.170 (weak), prosociality 0.189 (weak), self-development 0.164 (weak), self-control 0.143 (weak), respect at school 0.130 (weak), and respect at home 0.114 (weak). The values obtained by each construct can be seen in detail in [Table 8](#).

*Table 8. Coefficient of Determination ( $R^2$ )*

	<b>R Square</b>	<b>R Square Adjusted</b>
Honesty	0.171	0.170
Prosociality	0.190	0.189
Respect at Home	0.115	0.114
Respect at School	0.130	0.130
Self-Control	0.144	0.143
Self-Development	0.165	0.164

Third, effect size ( $f^2$ ) measurement is performed by looking at changes in coefficient of determination ( $r^2$ ) values. This change in value is used to see the effect of exogenous latent variables on endogenous variables and whether they have a substantive influence (Ghozali, 2014). The same  $f^2$  achievement recommended by (Cohen, 1988), which is 0.02, has little effect; 0.15 has a moderate influence, and 0.35 means it has a significant influence on the structural level (Chin, 1998).

Table 8. Effect Size ( $F^2$ )

	H	P	RaH	RaS	SC	SD
Character Teaching	0.206	0.235	0.130	0.150	0.168	0.197

Fourth is predictive relevance. The Stone-Geisser ( $Q_2$ ) test is a statistical test to measure how well the model and the resulting parameters produce the observation value (predictive relevance). If the  $Q_2$  value is greater than 0, then the model has predictive relevance, while if it is less than 0, it means that the model has no predictive relevance (Ghozali, 2014). If  $Q_2$  is greater than 0, exogen constructs are predictively relevant to endogenous constructs. The relevant predictive value criteria are 0.02 (small predictive), 0.15 (medium) and 0.35 (large). Table 9 shows the predictive relevance value.

Table 9. Predictive Relevance

	SSO	SSE	$Q^2 (=1 - SSE/SSO)$
Character Teaching	6420.000	6420.000	
Honesty	6420.000	5787.621	0.099
Prosociality	3852.000	3407.601	0.115
Respect at Home	5136.000	4769.135	0.071
Respect at School	6420.000	5875.925	0.085

Self-Control	3852.000	3529.389	0.084
Self-Development	5136.000	4625.840	0.099

*Fifth* is the path coefficient. The calculation of the path coefficient between endogenous and exogenous constructs was performed with 5000 bootstraps applying a 5% (one tailed) significance level ([Figure 2](#)). Character education is a significant predictor of prosociality ( $\beta=0.426$ ;  $t=15,386$ ,  $p=0.000$ ), honesty ( $\beta=0.407$ ;  $t=14,624$ ,  $p=0.000$ ), self-development ( $\beta=0.401$ ;  $t=14,970$ ,  $p=0.000$ ), self-control ( $\beta=0.356$ ;  $t=12,624$ ,  $p=0.000$ ), respect at school ( $\beta=0.360$ ;  $t=12,362$ ,  $p=0.000$ ), and respect at home ( $\beta=0.338$ ;  $t=11,200$ ,  $p=0.000$ ). [Table 6](#) shows the path coefficient.

*Table 6. Path Coefficient*

	$\beta$	Sample Mean	Standard Deviation	T Statistics ( O/STDEV )	P Values
Character Teaching -> Honesty	0.413	0.415	0.028	14.875	0.000
Character Teaching -> Prosociality	0.436	0.438	0.027	15.991	0.000
Character Teaching -> Respect at Home	0.339	0.341	0.030	11.363	0.000
Character Teaching -> Respect at School	0.361	0.362	0.029	12.487	0.000
Character Teaching -> Self-Control	0.379	0.381	0.028	13.689	0.000
Character Teaching -> Self-Development	0.406	0.407	0.027	14.964	0.000

## Discussion

The 1<sup>st</sup> hypothesis (character teaching has a significant positive effect on prosocial college students) was accepted. The output of SmartPLS provided a  $\beta$  of 0,436, a t-statistic of 15,991

(greater than 1.96), and a p value of .000 (below .05). This means that the effect is significant. The  $R^2$  value was 0.190, and the R-square adjusted was 0.189, indicating that character education had a weak effect on the prosocial construct. The result of the blindfolding calculation is 0.115, which indicates the presence of a medium predictive relevance and shows that exogenous constructs are a relevant predictor of endogenous constructs.

Character teaching by lecturers provides a model of being disciplined by entering the classroom on time (CT24), monitoring student assignments to foster honest character (CT28), using discipline (CT30), exhibiting neatness and cleanliness (CT31), grading and assigning work in a lively and timely manner (CT32), all of which affect students' prosociality. Prosocial behavior is a behavior that benefits others; it has positive social consequences and connects to the psychological well-being of others. Prosocial indicators are play nicely with others (PS1), do things that are good for the group (PS2), and I treat my friends the way I like to be treated (PS4). Prosociality is an act of helping others without providing a direct benefit to the person who performs the act, and it can even harm the person who helps ([Baron & Byrne, 2004](#)). Prosocial behavioral aspects are sharing, helping, donating, cooperating, and honesty ([Eisenberg & Mussen, 1989](#)).

These indicators also affect tolerance ability as one of the prosocial elements. These findings are consistent with character education affecting student tolerance ([Fahmi et al., 2021](#)). When lecturers give assignments and assess each group of students carefully, it leads to attitudes of honesty and cooperating with others well in students, especially in one group. It also gives rise to a positive attitude in students despite being in a group with friends who are different from them. This finding is also consistent with a previous study showing that the older a person gets, the more prosocial the person is ([Mayr & Freund, 2020](#)).

Although the effect is weak, this study proves the influence of character education on prosociality, in accordance with Arthur's study, which indicates that the model and mentorship of teachers affect students' prosociality ([Arthur, 2011](#)). When the teacher gives an example of discipline and corrects student tasks on time and objectively, it will have an influence on the student's prosociality. Normative moral and personal character does affect prosocial students ([Lin & Shek, 2022](#)).

The 2<sup>nd</sup> hypothesis, character teaching has a significant and positive effect on honesty, was accepted based on the results of the analysis of hypothesis data received because it obtained value  $\beta$ ; 0,413, t-statistic 14.875 and P Values .000 (below .05), which means the effect is significant. The value of  $R^2$  is 0.171, and the R-square adjusted value is 0.170. This output shows that character education influences honesty even though it is weak. The result of blindfolding calculations is 0.096, indicating weak predictive relevance and that exogenous constructs can be used as relevant predictors of endogenous constructs. Lecturers need to carry out their duties well to educate, train, teach and evaluate their students ([Irawati & Idrus, 2019](#)). Lecturers who grade the majority of tasks and provide assessments objectively influence honesty, an important trait for the younger generation ([James, 1933](#)). Honesty is one of the core characteristics that needs attention ([Pala, 2011](#)). Until now, there have been no studies that can confirm with certainty that the teaching of character does not affect the honesty of students. Character teaching has a positive impact on a person's attitude and behavior, including honesty, respect, self-control and self-development. Character teaching can help a person understand important moral and ethical values such as honesty and prosociality. On the other hand, character teaching is also not always effective in influencing a person because many other variables contribute, such as social environment and cultural influences and personality.

Regarding the 3<sup>rd</sup> hypothesis, the hypothesis that character teaching has a significant and positive effect on self-development was accepted. SmartPLS output provided  $\beta$ ; 0,406, t-statistic; 14,964, and p values .000 (below .05), which means that the effect is significant. The hypothesis was accepted because the t-statistic was greater than 1.96. The  $R^2$  value was 0.165, and the R-square adjusted was 0.164, showing that character education has a weak influence on self-development. The blindfolding calculation was 0.099, indicating predictive relevance at the weak level and showing that exogenous constructs are a relevant predictor of endogenous constructs. Although the effect is weak, in this study, we find support for the effect of character education on self-development. By controlling the seriousness and thoroughness of student tasks, lecturers motivate students to develop themselves automatically ([Lumbantobing, 2020](#)), and this motivation also affects students' academic achievement ([Kusumajati et al., 2017](#)). Therefore, this character education has an influence on SECD.

The 4<sup>th</sup> hypothesis regarding the effect of character teaching on self-control was accepted, as it obtains a statistical result;  $\beta$ ; 0,406, t-statistic; 14,904, and p values .000 (below .05), which means the effect is positive and significant. The value of  $R^2$  is 0.166, and the R-square adjusted value is 0.165. This result shows that character education has a weak effect on self-control. The blindfolding calculation was 0.084, which indicates the presence of predictive relevance at the weak level and shows that exogenous constructs are a relevant predictor of endogenous constructs. These findings are consistent with previous research revealing the influence of morals on students' self-control ([Hidayah, 2021](#)). Values and morals are the main elements of character, and if this element has been fused in a person, then there will be strong self-control based on values and morals, especially when college students receive lecturers' attention for their assignments, discipline, seriousness and their grade in a timely manner.

The 5<sup>th</sup> hypothesis that character teaching has a significant and positive effect on respect at school/college was accepted. SmartPLS output provided  $\beta$ ; 0,361, t-statistic; 12.487, and p values .000 (was below .05). The t-statistic was greater than 1.96. This means that the effect is significant. The  $R_2$  was 0.130, and the adjusted R-square was 0.130. This shows that character education had a weak effect on respect at school. The result of blindfolding calculations was 0.085. This finding indicates that exogenous constructs are a relevant predictor of endogenous constructs, although with weak predictive relevance. However, the discipline of lecturers/teachers is also not fully able to increase students' responsibilities because lecturers/teachers impose discipline rather than use productive and creative solutions to increase student responsibility ([Lewis, 2001](#)). These findings support previous research indicating that student trust will grow and students will be more motivated ([Hernández-López et al., 2016](#)).

Entering the classroom on time (CT24), control and monitoring of the seriousness of student learning (CT28), student discipline (CT30), neatness and cleanliness of students (CT31), and grading and assigning work in a lively and timely manner (CT32) are part of teachers' professional and pedagogical competence. This competence affects the character of students who are characterized by speaking politely to lecturers (RaS1), obeying lecturers (RaS2), following the directions of teachers/lecturers (RaS3), and listening to lecturers without disturbing them (RaS4). Lecturers who grade student assignments on time and objectively will affect student confidence ([Pachler et al., 2019](#)). This belief can increase respect at school/college, and students' perception of lecturers' ability also increases students' competence ([Hernández-López et al., 2016](#)).

In addition, the performance of lecturers who carry out their duties well also increases student learning motivation so that this construct is positively related to the construct of respect at school ([Anra & Yamin, 2017](#)).

Regarding the 6<sup>th</sup> hypothesis of the present study, the smartPLS output provided a  $\beta$  of 0,339, a t-statistic of 11,363, and p values of .000 (below .05). The hypothesis was accepted because the t-statistic was greater than 1.96. The  $R^2$  was .115, and the R-square adjusted was .114. This indicated that character teaching had a weak effect on respect at home. Nevertheless, this study reveals the effect of character teaching on respect at home. The result of the blindfolding calculation is 0.071, which indicates the presence of predictive relevance, although weak, and indicates that exogenous constructs are a relevant predictor of endogenous constructs. In the COVID-19 era, students learn from their homes. Therefore, they interact more with family at home. Parents can learn about lecturers' tasks, control and monitoring at home so that positive interactions are built. Students speak politely at home, obeying parents, listening to advice, and inevitability following the rules at home; understanding and support of parents while students study at home will affect their character and motivation. Parents have an important role in developing character ([Mansir, 2021](#)) and they can give direction and guidance directly at home. Character strength is the basic foundation of lifelong character attached to a person ([Park & Peterson, 2009](#)); good character toward parents and siblings at home, parental support, and the role of lecturers who teach in college play an important role in the development of student character. In addition, the findings of this study are consistent with those of a previous study showing that pedagogical competence is the most influential competence on student character ([Rahmah & Fadhli, 2021](#)), and lecturers' ability to create assignments, correct assignments, and pay attention to the character and discipline of students are factors contributing to student character. In general, the results of this study are consistent with the study ([Azhari, 2017](#)), which revealed that a lecturer is tasked with educating, teaching, training, guiding, and evaluating. Lecturers should grade the

assignments given to students carefully, and supervise their learning, seriousness, neatness, activeness, and the timeliness of students in collecting assignments.

Regarding the influence of character teaching on prosociality, honesty, self-development, self-control, respect at school, and respect at home, although it has a weak effect, character supervision positively affects all constructs. Universities should maximize student boarding schools to intensify character education further because *pesantren* are a place of total character internalization ([Baharun & Maryam, 2018](#)) so that in the future, students become superior human resources because they have good character ([Tyas et al., 2020](#)). The study also shows that socioemotional character development (SECD) is essential at the student level ([Elias, 2009](#)). SECD can also be used at the college student level, not just for elementary ([Wang et al., 2015](#)) and middle school ([Coelho et al., 2015](#)) students.

### **Conclusion**

Based on the discussion in the previous chapter, this study shows the following: 1) character teaching has a significant and positive effect on college student prosociality, 2) character teaching has a significant and positive effect on college student honesty, 3) character teaching has a significant and positive effect on college student self-development, 4) character teaching has a significant and positive effect on college student self-control, 5) character teaching has a significant and positive effect on college student respect at school/college, and 6) character teaching has a significant and positive effect on college student respect at home. Although the influence is weak, the results of this study prove that character education has a positive influence on prosociality, honesty, self-development, self-control and respect at home.

## **Recommendations**

Based on these findings, future research may focus on national character teaching and other good character development. Future studies can also contribute to other variables that influence socioemotional character development. Researchers can also conduct studies with this character teaching dimension and indicators of the socioemotional development of students on a larger sample. This research is also expected to be used as a material suggestion for other researchers to conduct similar research with other constructs and methods. The important issues related to character that can continue to be studied are related to the purpose of character education, the psychological component of character, the content of character education, the approach and how the campus prepares character educators ([Lickona, 1999](#)).

## **Limitations**

This study has some limitations; the socio-emotional character development of the participants was unknown before the study, so it could be that the existing character was formed via previous character education. Therefore, a more in-depth study that includes students' previous character teaching is needed. This study also has limitations in that only the character teaching variable was used as a predictor. Many factors affect students' socioemotional character development, such as parental role, society, and psychology.

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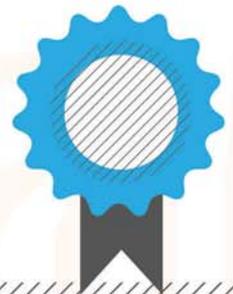
**"The Effect of Character Teaching on College Student  
Social-Emotional Character Development: A Case in Indonesia"**

**Authored by:**

**Rianawati**

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# Character Teaching Effect on College Student Social-Emotional

## Character Development: A Case in Indonesia

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### **Abstract:**

This study aimed to investigate the effect of character teaching on college student social-emotional character development. The study was conducted at IAIN Pontianak, Universitas Tanjungpura and Universitas Muhammadiyah Pontianak. Sample was 1284 students, 388 male and 896 Female. Partial Least Square-Structural Equation Modelling (PLS-SEM) data analysis using SmartPLS. The findings reveals character teaching has a significant and positive effect on college student honesty, prosocial, respect at home, respect at school, self-control, and self-development. This study suggest college/university to pay full attention for lecturers to supervises student assignments, student seriousness and discipline, check students presence strictly, give course assessments sample, and grading their assignments on scheduled. At the end of conclusion, implication and suggestion are given.

**Keyword:** Character teaching, college student, social-emotional development

### **Introduction**

Indonesia has a national policy master plan contains the ethical values in the nation's life and state have shifted, and awareness of the nation's cultural values has faded (National policy book for Nation Character Development 2010-2025). Character education is an effort to encourage people to grow and develop well, ethically, have attractive personalities, be intelligent, honest, and have the capacity and commitment to do good things. This effort can be made by combining all parties, such as parents, educational institutions and the community. Therefore, investigating character teaching is important; at least for several reasons. First, previous studies suggested improving character-based education (Berkowitz, (2011); Second, character education is important to humanists, intelligent, skilled, independent, disciplined, noble, so it needs to be integrated into higher education curriculum (Tanis, 2013). Third, character education is essential for a person;

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good or bad behavior is also determined by the character bulided in the past. This study uses college students as participants for several reasons. First, previous studies inform that character is a more important criterion for student entrance selection, although less important for academic success (Kern & Bowling, 2015). Second, other studies also inform that character education contributes to the professional identity of students (Guo et al., 2018). Third, education role is not only as a transfer of knowledge but is also a place to develop the attitudes, behavior, leadership, and student character (Rokhman et al., 2014).

College is the educational institution plays an important role in developing the potential, resources, and students' character (Alazmi & Alazmi, 2020); the role is undoubted with the support of stakeholders, parents, and administrative sections who also play a vital role in character education (Singh, 2019). Parents also still play a significant role in character development because they are the longest interacting with students. The previous study shows college can be used for develop student character. This study was conducted in three universities in Indonesia (Insitut Islam Negeri Pontianak, Tanjungpura University and Muhammadiyah Pontianak University). Regarding students' perception of character teaching, there is a significant positive relationship between students' perception of the school's sense of belonging and strengthening of character (Lee & Huang, 2021); in essence, the character can be supported and developed.

Previous study reported students believe teacher can change their character (Arthur, 2011). Other studies inform that students' character can be developed and grow slowly and sustainably through educationThe study of 920 students of secondary schools in Hong Kong also reported character education affects students' social competence (Cheung & Lee, 2010). Studies in the Philippines have also shown that the strength of characters such as gratitude, fairness, hope, love learning influences positive emotions and academic self-efficacy (Datu & Jose Mateo, 2020). Some of the

previous study show that character education is very important for students because it is related to academic, social, and emotional. It means that lecturers in universities also have an important role in educating students' character. As social beings, humans need social competencies that serve as capital to live together in society. Social competence is influenced by many factors, including character education during college.

Some of these studies show that character can also be developed during studenthood but is it true? Is not that character shaped since someone was a child, especially the age of 0 to 6 years old, called the golden age? It will be exciting to study because the character's internalization is usually continuously done since childhood to be attached to a person. Does character internalization in college students still affect social-emotional and character? This question is interesting because there are also studies inform students that student performance will also be better if they get character education during in the college (Isdaryanti et al., 2018). Character is an attribute becomes an individual's identity. Conceptually, the character is a concept of actions, attitudes, and practices shape personality or distinguish individuals from others. Character term has the meaning of psychiatric traits, morals, or ethics that distinguish from others (Indonesia, 1995). The term originally comes from the Greek "to mark," meaning "mark." Latin characters are "kharassein" and "kharax," meaning "tools for marking," in French "caractere" and adopted English as "Character." Poerwadarminta explained that character is interpreted as character, psychiatric traits, morals, or ethics distinguish one from others (Kemendiknas, 2010).

Character education is a conscious and deliberate attempt to cultivate virtue in oneself (Lickona, 1999); this effort involves all related parties such as parents, schools, the environment, and society. Previous studies revealed that character education positively impacts students' character values in the form of religious importance, personality, social and competitive attitudes (Zurqoni, Retnawati,

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Apino, et al., 2018). Therefore, education needs to facilitate character formation, design good character development programs, provide models, interventions, consistent habituation, and character strengthening (Zurqoni, Retnawati, Arlinwibowo, et al., 2018).

Internalization is imagination, deepening, deep mastery through coaching, guidance, and so on (Indonesia, 1995), so internalization is the process of making values fused into one's personality.

Value is an important aspect becomes material to be internalized in a person. As Chabib Thoha states, internalization is a technique in value education whose goal is to own values that are fused with personality (Thoha, 2006). In learning, teacher knowledge about character education integrated with the curriculum supports character education (Citra, 2012), Therefore, it is necessary to continue to remind teachers and lecturers who teach to use character values that participate in internalization through the learning process. The college also needs support by preparing character teaching materials that can be integrated into all course syllabuses. Integration of character teaching in lectures can be done by including character values in the syllabus and learning implementation plan, teaching materials and media, classroom implementation, assessment, monitoring, and evaluation of activities thoroughly (Winarni, 2013).

Some of the important characters need to be grown are the character of gratitude, hope, justice, and love of learning (Datu & Jose Mateo, 2020). Religious education and learning affect the ethics of student behavior (Halim Tamuri et al., 2013), so it is interesting to study whether there is an influence of character education in college with social-emotional student character. Character internalization is the process of planting and developing a value or culture through imagination, deepening, deep mastery through coaching and guidance. Specifically, character teaching in this study is seen as a process of internalizing values and character through education. Therefore, this

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study uses the theory of internalization of values/characters consisting of character transformation, character transactions, trans-internalization (Muhaimin, 2008).

Other study informs that character internalization can be implemented through character mingling, character example, character model, value integration in learning (Hidayati et al., 2020), also in the learning implementation plan, setting good model in class and daily activities on university. The character transformation is where educators explain positive and negative values; at this stage of transformation, educators play an active role because it is one way. While the character transaction stage is carried out in two directions, both lecturers and students engage in reciprocal relationships; both are active together. Furthermore, the stage of character trans-internalization in communication is carried out using direct behavior, mental communication, and character and personality are highly emphasized. At this stage, lecturers and college students are involved in more depth; at this stage, lecturers and students are involved mentally, not just physically. Furthermore, at the stage of character habituation, students are expected to act, act, and speak according to good habits that have been emphasized repeatedly. Nasih Ulwan stated character education could also be implemented through model and control/supervision. The character model is important in shaping the student's character; they get model directly from their teacher. Model is important in character education (Prasetyo et al., 2019), and character model is one of the character education methods (Munawwaroh, 2019); the teacher model will boost character education (Wardhani & Wahono, 2017).

Socio-emotional character development is needed for social and community life. The better person's social-emotional is the more ready can get along with his community. The person's social-emotional character development grows since he was a child, The socio-emotional aspect is closely related to self-confidence, social skills, and the ability to control one's own emotions, where the

optimization is determined by the quality of cooperation between people, teachers/lecturers, and the environment. Social-emotional development is the ability to manage and express emotions completely, both positive and negative, interacting with others around them, and actively learning by exploring their environment (Gartner et.al., 2012). Social-emotional and character development aimed to increase social quality strength and important emotional for success in life. Prosocial and honesty is part of positive and important emotional. Prosocial is an act of helping that benefits others without providing a direct benefit to the person who performs the act, and it can even harm the person who helps (Baron & Byrne, 2004). This practical action aims to physically and psychologically improve the recipient of the aid. Prosocial behavioral aspects are sharing, helping, donating, cooperating, and honesty (Mussen, et al 1989).

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The good character needs to be developed is honesty, which is based on being trusted in words, actions, and work (Gunawan, 2012). Honesty will lead students to their good in the future. Related to social and emotional life and other good character development, attitudes and traits in association both at home and at school/campus also play an important role in student success. Respect when at school/campus and home to parents can be used to indicate social-emotional and character development. If students' social-emotional is good and respects on others, they will readily do self-development and control over themselves to choose the best for themselves. Student's social and emotional attitudes affect their lives, so social emotions health is needed for them. Maintaining emotional and social health is important for college students because it is related to their academics. Researchers have created instrument to measure social-emotional health. For instance, Furlong (2016) created instrument for measure health called Social Emotional Health-Higher Education (SEHs-HE) contains 36 items. Furlong's instruments are used to measure social-emotional health, while this study contains elements of character development. Therefore, the

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study used other instruments related to character development besides social and emotional aspect. The social-emotional and Character Development Scala (SECDS) developed by Peter Ji because it is more appropriate for the present study (Ji et al., 2021).

The study was approved by ethical committee's of The Teacher Training and Education Faculty (Fakultas Tarbiyah dan Ilmu Keguruan), Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak) protocol number 349/KOMET/FTIK/2022. This study also was approve by the Institute for Research and Community Service (Lembaga Penelitian dan Pengabdian Kepada Masyarakat) Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak), West Kalimantan Indonesia (protocol number: B-147/In.15/LP2M/HM.01/03/2022).

Regarding to the research question, we proposed following hypotheses;

Hypothesis 1. Character teaching has a significant and positive effect on college student prosocial.

Hypothesis 2. Character teaching has a significant and positive effect on college student honesty.

Hypothesis 3. Character teaching has a significant and positive effect on student self-development.

Hypothesis 4. Character teaching has a significant and positive effect on college student self-control.

Hypothesis 5. Character teaching has a significant and positive effect on college student respect at school/college.

Hypothesis 6. Character teaching has a significant and positive effect on college student respect at home.

## **Methodology**

### *Research Design*

This study uses survey design, data collection from sample using questionnaires given online. survey chosen because this study has a purpose; 1) collect data on student opinions about character teaching and socio-emotional development. 2) generalize through a representative sample, 3) find out the influence of variables on other variables in natural setting. 4) this study aims to test predetermined hypotheses. 5) there is still doubt about the influence of the variables used, so it takes a survey and testing to strengthen the belief.

#### *Sample and Data Collection*

The population of this study was students from Institut Agama Islam Negeri Pontianak, Tanjungpura University, and Muhammadiyah Pontianak University. The study was conducted with simple random sampling techniques. The sample of this study was 1284 college students, 388 male and 896 female, simple random sampling technique used. All active students are given an instrument filling link through google form with their college permission. Five option of Likert scale used; (1) strongly disagree, (2) disagree, (3) netral, (4) agree, and (5) strongly agree.

College students sample came from 16 departement; Islamic Education Departement (408), Syari'ah Bussiness Departement (97), Islamic Familiy Law Departement (86), Mathematic Education Departement (17), Arabic Language Departement (29), PGMI Departement (39), PIAUD Departement (29), Syari'ah Bank Departement (89), PPG (76) Islamic Psychology Departement (25), Statistic Departement (11), Islamic Counseling Departement (109), Syari'ah Accounting Departement (65), Syari'ah Economic (137) and Public Administration Departement (33). The present study conducted seven months from June 2021 to December 2021 in West Kalimantan Province. The population of this study is all students of IAIN Pontianak, Tanjungpura University, and the Muhammadiyah University of Pontianak.

Character teaching instrument modified from Muhaimin's theory consisting of character transformation, character transactions, and character trans-internalization (Muhaimin, 2008). All character indicators are placed in one construct because it is a unity of character teaching process. Nonetheless, all indicators are created with different codes to distinguish their constructs. Character transformation indicator as many as 5 indicators (CT1 until CT5), character transaction indicators as many as 6 indicators (CT6 until CT11), character trans-internalization using 5 indicators (CT12 until CT16). Furthermore, this study uses Muhammad Nasih Ulwan's basic character habituation, character good news, and character supervision (Nasih Ulwan, 2004). Five indicators of character habituation (CT17 until CT21), 6 character model (CT22 until CT27), and 5 indicators of character control (CT28 until CT32) are created by researchers. The Socio-emotional character development instrument from Peter Ji, David L. DuBois, and Brian R. Flay (Ji et al., 2021) used. This instrument consists of prosocial dimensions, honesty, respect at school, home, self-development, and self-control. Prosocial dimensions have 5 indicators (PS1-PS5), honesty has 5 indicators (H1-H5), respect at school 5 indicators (RaS1-RaS5), respect at home 4 indicators, self-development 4 indicators, and self-control 4 indicators.

#### *Analizing of Data*

Partial Least Square (PLS) Structural Equation Modelling (SEM) data analysis using SmartPLS. This software used due of its ability to predict construct effects for small samples and easy to use. Measurement of model using validity and reliability test, and structural model assessed by collinearity, coefficient determinations, effect size, predictive relevance, variant inflation factors and path coefficient.

### Findings / Results

The present study aims to determine effect of character teaching on honesty, prosocial, respect at home, respect at school, self-control and self-development using model and structural measurement. Model measurements are performed by calculating the validity and reliability of the instrument. The indicator was assessed with three measurement; 1) indicator loading and internal consistency reliability, 2) convergent validity, and 3) dicriminant validity (Hair et al., 2019).

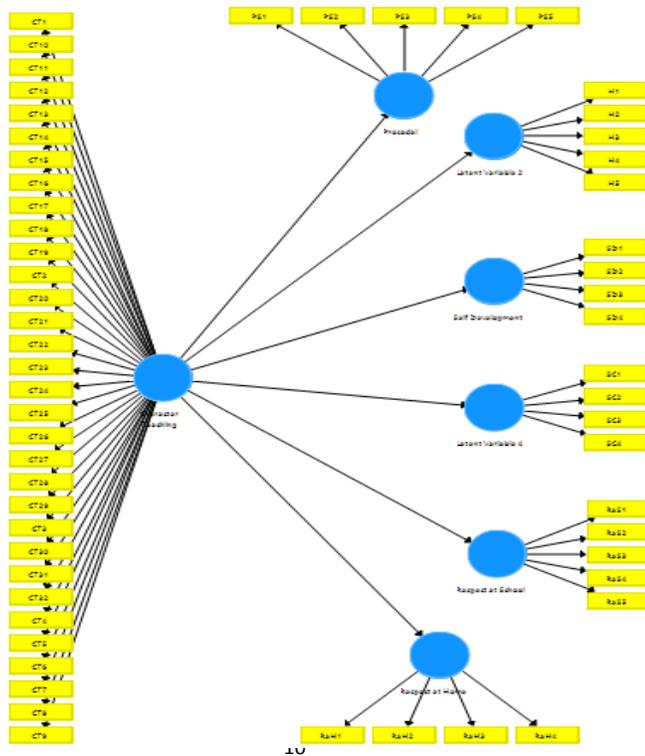


Figure 1. Hypothetic Model

Measures models

The measurement model was assessed with three measures; 1) indicator loading and internal consistency, 2) convergent validity and 3) discriminant validity. The indicator loadings value used to inspect indicators validity. If the indicators loadings value is more than 0.7, the indicator is ideal for assessing the construct. Indicators get score less than 0.7 are excluded from the model because they do not match the minimum criteria (Hair et al., 2019). Table 1 shows detail of loadings indicators of all constructs. Cronbach's alpha ( $\alpha$ ) and composite reliability (CR) reported for instruments internal consistency reliability. This study implemented the threshold set; Cronbach's alpha ( $\alpha$ ) should be  $> .600$  (Ghozali, 2014) and CR should be  $> .708$ . Constructs which obtain composite reliability values  $\geq .7$  have high reliability. SmartPLS output show that prosocial got a value of 0.83, honesty got a score of 0.88, respect at home got a value of 0.88, respect at school got a value of 0.91, self-development got a value of 0.86, self-control received a value of 0.82 and character teaching got a value of 0.91. These numbers show that the instrument is reliable.

Convergent validity is a degree indicates the conformity between the measurement attributes of the measuring instrument and its theoretical concepts. Discriminant validity testing of this study is based on the value of AVE (Average of Variance Extracted). Convergent validity intended to determinite relationship between indicators measures at the same construct. Convergent validity is met if the AVE value  $\geq .500$  (Henseler, 2009).

Table 1. Reflective Indicator Loadings and Internal Consistency

Construct	Item	loadings	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance	Consideration
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		Extracted (AVE)					
Character education	CT24	0.717					
	CT28	0.800					
	CT30	0.842	0.857	0.862	0.898	0.638	Valid and reliable
	CT31	0.810					
	CT32	0.819					
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Honesty	H1	0.717					
	H2	0.800					
	H3	0.800	0.823	0.830	0.876	0.586	Valid and reliable
	H4	0.713					
	H5	0.792					
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	PS1	0.774					
	PS2	0.841	0.688	0.698	0.828	0.616	Valid and reliable
	PS4	0.736					
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Respect at home	RaH1	0.793					
	RaH2	0.838	0.813	0.812	0.877	0.640	Valid and reliable
	RaH3	0.812					
	RaH4	0.755					
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Respect at school	RaS1	0.742					
	RaS2	0.886					
	RaS3	0.864	0.873	0.880	0.908	0.665	Valid and reliable
	RaS4	0.767					
	RaS5	0.808					
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	SC1	0.727					
	SC2	0.810	0.666	0.671	0.817	0.599	Valid and reliable
	SC3	0.783					
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	SD1	0.739					
	SD2	0.790	0.789	0.795	0.863	0.612	Valid and reliable
	SD3	0.813					
	SD4	0.785					
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Discriminant validity is indicated by a discrepancy between attributes that should not be measured by a measuring instrument with a theoretical concept of the variable. Discriminant validity of reflective indicator measurements is calculated based on the cross-loading value of the variable manifest against each latent variable. If the correlation between latent variables with each indicator is more significant than the correlation with other variables, then the latent variable can predict the indicator better than other latent variables. Table 3 exhibits the detail of Fornell-Larcker Criterion.

Table 3. Fornel-Larcker Cross Loading

	CT	H	P	RaH	RaS	SC	SD
Character Teaching	0.799						
Honesty	0.413	0.765					
Prosocial	0.436	0.527	0.785				
Respect at Home	0.339	0.487	0.400	0.800			
Respect at School	0.361	0.495	0.471	0.627	0.815		
Self-Control	0.379	0.536	0.429	0.399	0.422	0.774	
Self-Development	0.406	0.488	0.444	0.456	0.533	0.414	0.782

Discriminant validity also appears when construct were above 0.9. all construct value must lower than 0.9. Henseler [et al. \(2009\)](#) suggest values not greater than .0 for testing validity of discriminant which suggest that all indicator based on the Heterotrait-Monotrait Ratio are valid (Henseler et al., 2009). Discriminant validity also appears when HTMT value of indicator are higher than .900. Table 4 informs all construct HTMT value were lower than 0.900.

Table 4. HTMT

	CT	H	P	RaH	RaS	SC	SD
Character Teaching							
Honesty	0.487						
Prosocial	0.562	0.702					
Respect at Home	0.400	0.601	0.531				
Respect at School	0.412	0.589	0.602	0.748			
Self-Control	0.500	0.733	0.640	0.551	0.568		
Self-Development	0.487	0.610	0.605	0.570	0.646	0.582	

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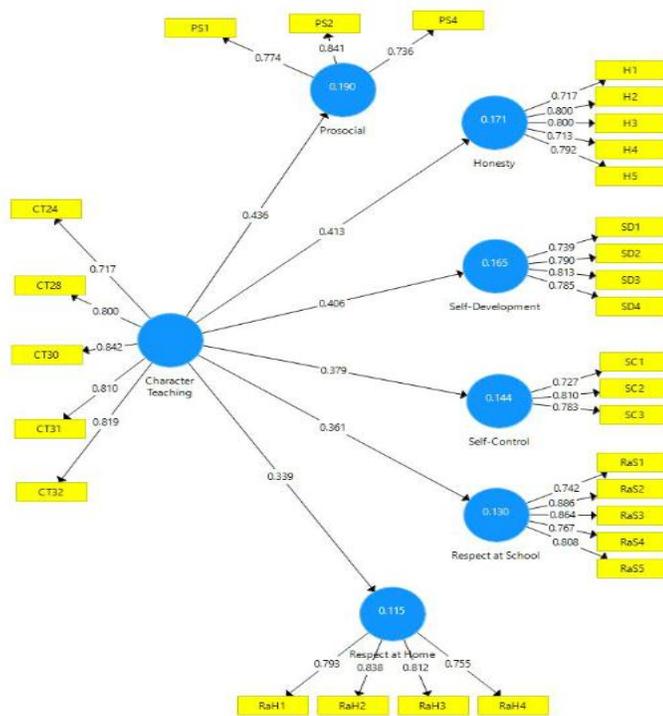


Figure 2. Final Model

### Structural model assessments

Structural model measurements using by reporting 1) collinearity issue, 2) coefficient determination ( $r^2$ ), 3) effect size ( $f^2$ ), 4) predictive relevance ( $q^2$ ) using blindfolding procedure, and 5) path coefficient. First, collinearity test using to test whether this model is worth using. An instrument is eligible to proceed to the following process if the VIF value is less than 3 for the inner model, while for the outer model, it is smaller than 10 (Sarstedt et al., 2017). Character education is a predictor of prosocial, honesty, self-development, self-control, respect at school/college and respect at home. Character teaching is predictor of prosocial (VIF = 1.000),

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Sarstedt, M., Ringle, C. M., & Hair, J. F. (2021). Partial least squares structural equation modeling. In Handbook of market research (pp. 587-632). Cham: Springer International Publishing.  
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honesty (VIF = 1.000), self-development (VIF = 1.000), self-control, (VIF = 1.000), respect at school/college (VIF = 1.000), and respect at home (VIF = 1.000). Table 7 shows VIF value.

Tabel 7. VIF value

Character Teaching	1.000	1.000	1.000	1.000	1.000	1.000
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Second, Coefficient determination ( $r^2$ ). The goodness of Fit (GoF) testing is seen from the  $r^2$  value. The coefficient of determination is a variant of proportions on endogenous variables that exogenous variables can predict. Values range from 0 to 1; 0.75 is substantial, 0.50 moderate and 0.25 weak (Chin, 1998). honesty 0.170 (weak), Prosocial construct  $r^2$  values 0.189 (weak), self-development 0.164 (weak), self-control 0.143 (weak), respect at school 0.130 (weak), respect at home 0.114 (weak). In detail, the values obtained by each construct can be seen in table 8.

Table 8. Coefficient Determination ( $R^2$ )

	R Square	R Square Adjusted
Honesty	0.171	0.170
Prosocial	0.190	0.189
Respect at Home	0.115	0.114
Respect at School	0.130	0.130
Self-Control	0.144	0.143
Self-Development	0.165	0.164

Third, Effect size ( $f^2$ ) measurement is done by looking at changes in coefficient of determination ( $r^2$ ) values, this change in value is used to see the effect of exogenous latent variables on

endogenous variables, whether they have a substantive influence (Ghozali, 2014). The same  $f^2$  achievement recommended by Cohen (1988), which is 0.02 has little effect; 0.15 has a moderate influence, and 0.35 means it has a significant influence on the structural level (Chin, 1998).

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Table 8. Effect Size ( $F^2$ )

	H	P	RaH	RaS	SC	SD
Character Teaching	0.206	0.235	0.130	0.150	0.168	0.197

Fourth, predictive relevance. The Stone-Geisser ( $Q_2$ ) test is a statistical test to measure how well the model and the resulting parameters produce the observation value (predictive relevance). If the  $Q_2$  value is greater than 0, then the model has predictive relevance, while if it is less than 0, it means that the model has no predictive relevance (Ghozali, 2014). If  $Q_2$  is greater than 0, exogenous constructs are predictively relevant to endogenous constructs. The relevant predictive value criteria are 0.02 (small predictive), 0.15 (medium) and 0.35 (large). Table 9 shows predictive relevance value.

Table 9. Predictive Relevance

	SSO	SSE	$Q^2 (=1 - SSE/SSO)$
Character Teaching	6420.000	6420.000	
Honesty	6420.000	5787.621	0.099
Prosocial	3852.000	3407.601	0.115
Respect at Home	5136.000	4769.135	0.071
Respect at School	6420.000	5875.925	0.085
Self-Control	3852.000	3529.389	0.084
Self-Development	5136.000	4625.840	0.099

*Fifth*, path coefficient. The calculation of path coefficient between endogenous and exogenous constructs was performed with 5000 bootstrap applying 5% (one tailed) of significance level (figure 2). Character education is a significant predictor for prosocial ( $\beta=0.426$ ;  $t=15,386$ ,  $p=0.000$ ), and also significantly predicts honesty ( $\beta=0.407$ ;  $t=14,624$ ,  $p=0.000$ ), and also a significant predictor of self-development ( $\beta=0.401$ ;  $t=14,970$ ,  $p=0.000$ ), predicts significantly self-control ( $\beta=0.356$ ;  $t=12,624$ ,  $p=0.000$ ), significant in predicting respect at school ( $\beta=0.360$ ;  $t=12,362$ ,  $p=0.000$ ), and lastly also significantly predict respect at home ( $\beta=0.338$ ;  $t=11,200$ ,  $p=0.000$ ), table 6 shows patch coefficient.

*Table 6. Path Coefficient*

	$\beta$	Sample Mean	Standard Deviation	T Statistics (O/STDEV)	P Values
Character Teaching -> Honesty	0.413	0.415	0.028	14.875	0.000
Character Teaching -> Prosocial	0.436	0.438	0.027	15.991	0.000
Character Teaching -> Respect at Home	0.339	0.341	0.030	11.363	0.000
Character Teaching -> Respect at School	0.361	0.362	0.029	12.487	0.000
Character Teaching -> Self-Control	0.379	0.381	0.028	13.689	0.000
Character Teaching -> Self-Development	0.406	0.407	0.027	14.964	0.000

### Discussion

Regarding the 1<sup>st</sup> hypothesis (character teaching has a significant positive effect on prosocial college students) was accepted. The output of SmartPLS provided a  $\beta$ ; 0,436, t-statistic 15,991

(was greater than 1.96), p-values .000 (was below .05). It means the effect is significant. The  $R^2$  value was 0.190, and R-square adjusted is 0.189, means character education had a weak effect on prosocial construct. The result of the blindfolding calculation is 0.115, which indicates the presence of a medium predictive relevance and shows that exogenous constructs are a relevant predictor of endogenous constructs.

Character teaching by CT24 lecturer gives an example of a disciplined by entering classroom on time, control student assignment in order to foster honest character (CT28), discipline (CT30), neatness and cleanliness (CT31), and liveliness and timely in grading and assigning grade timely (CT32) affect the student's prosocial. Prosocial behavior is a behavior that benefits others; it has positive social consequences and connects the psychological well-being of others. Prosocial indicators in the form of statements; play nicely with others (PS1), do things that are good for the group (PS2), show that character surveillance affects prosocial indicators. good things for group in class (PS3), I treat my friends the way I like to be treat (PS4), nice with different friend (PS5). These five indicators are also affect tolerance ability, as one of the prosocial elements, so this findings is consistent with character education affects student tolerance (Mujahidin et al., 2021). When lecturers give assignments and examine each group of students carefully, it will give rise to the honest attitude of students and attitudes that can cooperate with others well, especially in one group. It also gives rise to a positive attitude despite being in a group with friends who are different from him. This results also consistent with previous study that shows that the older a person gets, the prosocial also increases (Mayr & Freund, 2020). The higher age of students than schoolchildren is also a factor in the increase in prosocial, let alone strengthened by a critical system to be better and motivated and their performance gets attention. In order to strengthen

students prosocially, support is needed for students (Guo, 2017), for example, by providing motivation, adequate learning resources, and clarity of information.

The 2<sup>nd</sup> hypothesis, character teaching has a significant and positive effect on Honesty was accepted. Based on the results of the analysis of hypothesis data received because it obtained value  $\beta$ ; 0,413, t-statistic 14.875 and P-Values .000 (below .05), which means the effect is significant. The value of  $R^2$  is 0.171, and R-square adjusted 0.170. This output shows character education influences Honesty even though it is weak. The result of blindfolding calculations is 0.096, indicating weak predictive relevance and that exogenous constructs can be used as relevant predictors of endogenous constructs. Lecturers need to carry out their duties well to educate, train, teach and evaluate their students (Irawati & Idrus, 2019). The attitude of lecturers who examine the jelly of tasks and provide assessments objectively influences Honesty, an important trait for the younger generation (James, 1933), Honesty is one of the core character that needs attention (Pala & Studies, 2011).

Regarding the 3<sup>rd</sup> hypothesis, hypotheses state character teaching has a significant and positive effect on self-development was accepted SmartPLS output provided  $\beta$ ; 0,406, t-statistic; 14,964, p-values .000 (was below .05), it's means the effect is significant. Hypothesis was accepted because t-statistic was greater than 1.96. The  $R^2$  value was 0.165, and the R-square adjusted was 0.164, shows that character education has a weak influence on self-development. The blindfolding calculations was 0.099 indicates predictive relevance at the weak level and shows that exogenous constructs are a relevant predictor of endogenous constructs. This findings support effect of character education on self-development. This findings also consistent with previous study. By controlling the seriousness and thoroughness of student tasks, lecturers motivate students to develop themselves automatically (Lumbantobing et al., 2020), this motivation to develop

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themselves also affects students' academic achievement (Kusumajati et al., 2017; Prasetyo et al., 2017).

Confirming the 4<sup>th</sup> hypothesis about the effect of character education on self-control was accepted, as it obtains a statistical result;  $\beta$ ; 0,406, t-statistic; 14,904, p-values .000 (was below .05) which means the effect is positive and significant. The value of  $R^2$  is 0.166, and R-square adjusted 0.165. This result shows that character education has a weak effect on self-control. The blindfolding calculation was 0.084, It's indicates the presence of predictive relevance at the weak level and shows exogenous constructs are a relevant predictor of endogenous constructs. This findings consistent with previous research that revealed the moral influence on students' self-control (Hidayah, 2021). Values and morals are the main elements of character, and if this element has been fused in a person, then there will be strong self-control based on values and morals, especially when college students get lecturers' attention for their assignment, disciplines, seriousness and their grade timely.

The 5<sup>th</sup> hypothesis effect of character teaching has significant and positive effect on respect at school/college was accepted. SmartPLS output provided  $\beta$ ; 0,361, t-statistic; 12.487, p-values .000 (was below .05), t-statistic was greater than 1.96. It's means the effect is significant level. The of  $R^2$  was 0.130, and R-square adjusted was 0.130. It's shows that character education had a weak effect on respect at school. The result of blindfolding calculations was 0.085. This findings indicates that exogenous constructs are a relevant predictor of endogenous constructs although weak predictive relevance. This findings support previous research inform student trust will grow and student be more motivated (Hernández-López et al., 2016).

Objectively assess student assignments (C1), control and monitor the seriousness of student learning (C2), control student discipline (C3), neatness and cleanliness of students (C4), and pay

attention to the activeness (C5) is part of professional and pedagogical competence. This competence affects the character of students who are characterized by speaking politely to lecturers (RaS1), obeying lecturers (RaS2), following the directions of lecturers (RaS3), and listening to lecturers without disturbing them (RaS4). Lecturers who examine student assignments in a timely and objectively will affect student confidence (Pachler et al., 2019). This belief can increase respect at school/college. In addition, the performance of lecturers who carry out their duties well also increases student learning motivation so that this construct is positively related to the construct of respect at school\_(Anra & Yamin, 2017).

Confirming the 6<sup>th</sup> hypothesis of present study, the smartPLS output provide  $\beta$ ; 0,339, t-statistic; 11,363, p-values of .000 (was below .05). The hypothesis was accepted because the t-statistic was greater than 1.96. The  $R^2$  was .115, and R-square adjusted was .114. This indicated that character teaching had a weak effect on respect at home. Nevertheless, this study reveals the effect of character education on respect at home. The result of the blindfolding calculation is 0.071, which indicates the presence of predictive relevance although weak and indicates that exogenous constructs are a relevant predictor of endogenous constructs. In the Covid-19 era, students learn from their homes. Therefore, they interact more with family at home.

Parents can know lecturers' tasks, control and monitor in home so that positive interactions are built. Students will speak politely at home, obeying parents, listening to advice, and following the rules at home are the inevitability, understanding, and support of parents while students study at home will affect their character and motivation. Strength of character is the basic foundation of lifelong character attached to a person (Park et al., 2009), good character towards parents and siblings at home and parental support and the role of lecturers who teach in college play an important role in the development of student character.

In addition, the findings of this study consistent and support previous research conducted on IAIN Lhokseumawe students who inform pedagogical competence is the most influential competence on student character (Rahmah & Fadhli, 2021), the lecturers ability in making problems, correcting tasks, and attention to the character and discipline of students become factors contribute to student character. In general, the results of this study are in line with the study(Azhari, 2017) that a lecturer is tasked with educating, teaching, training, guiding, and evaluating. Lecturers should be examine the tasks given to students carefully supervise the learning, seriousness, neatness, activeness, and timeliness of students in collecting assignments.

The influence of character teaching on prosocial, honesty, self-development, self-control, respect at school, and respect at home, although weak character supervision positively affects all constructs. Universities sholud be maximize student boarding schools to intensify education further because pesantren is a place of total character internalization (Baharun, 2017) so that in the future, students become superior human resources because they have good character (Tyas et al., 2020). The study also shows that Socio-Emotional Character Development (SECD) is essential for the student level (Elias, 2009). SECD can also be used for the college student level, not just for elementary, middle, and high school (Coelho et al., 2015; Moreira et al., 2015; Wang et al., 2015).

### **Conclusion**

Based on the discussion at the previous chapter, this study conclude as follow; 1) character teaching has a significant and positive effect on college student prosocial, 2) character teaching has a significant and positive effect on college student honesty, 3) character teaching has a significant and positive effect on college student self-development, 4) character teaching has a significant and positive effect on college student self-control, 5) character teaching has a significant and positive effect on college student respect at school/college, and 6) character

teaching has a significant and positive effect on college student respect at home. Although the influence is weak, the results of this study prove that there is a positive influence of character education on prosocial, honesty, self-development, self-control and respect at home.

### Recomendations

Based on this findings, it is recommended for lecturer to strengthen character internalization on teaching, further researchers also can conduct study with this character teaching dimension and indicators on socio-emotional development of students on larger sample. This research also expected to be used as material suggestion for other researchers to conduct similar research with other constructs and methods.

### Limitations

This study has some limitations; social-emotional character development participants consisting of students are not known before, so it could be that the existing character is the formation of previous character education. Therefore, a more in-depth further study includes previous students' character education.

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Bussieres, E.-L., St-Germain, A., Dube, M., & Richard, M.-C. (2017). Efficacite et efficience des programmes de transition a la vie adulte: Une revue systematique [Effectiveness and efficiency of adult transition programs: A systematic review]. *Canadian Psychology/ Psychologie canadienne*, 58(1), 354–365. <https://doi.org/10.1037/cap0000104>

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## The Effect of Character Teaching on College Student Social-Emotional Character Development: A Case in Indonesia

Rianawati\* 

Pontianak State Institute for Islamic Studies, INDONESIA

Imron Muttaqin 

Pontianak State Institute for Islamic Studies, INDONESIA

Saifuddin Herlambang 

Pontianak State Institute for Islamic Studies, INDONESIA

Wahab 

Pontianak State Institute for Islamic Studies, INDONESIA

Mawardi 

University of Muhammadiyah Pontianak, INDONESIA

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**Abstract:** This study aimed to investigate the effect of character teaching on college student socioemotional character development. The study was conducted at IAIN Pontianak, Universitas Tanjungpura and Universitas Muhammadiyah Pontianak. The sample was 1284 students, 388 male and 896 female. Partial least square-structural equation modeling (PLS-SEM) data analysis using SmartPLS was used. The findings reveal that character teaching has a significant and positive effect on college student honesty, prosociality, respect at home, respect at school, self-control, and self-development. This study suggests that colleges/universities ensure that lecturers supervise student assignments, seriousness and discipline, check students' attendance strictly, give course assessment samples, and grade their assignments on schedule. At the end of the conclusion, implications and suggestions are given.

**Keywords:** *Character teaching, college student, socioemotional development.*

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### Introduction

Indonesia has a national policy master plan stating that the ethical values in the nation's life and state have shifted, and awareness of the nation's cultural values has faded on Parent Book Character Development the National Policy 2010-2025 (Nasional, 2010). Character education is an effort to encourage people to grow and develop well. Therefore, investigating character teaching is important for several reasons. First, previous studies suggest improving character-based education (Berkowitz, 2011). Second, character education is important for integration with humanists, intelligence, skills, independence, discipline, and nobility and needs to be integrated into the higher education curriculum (Tanis, 2013). Third, character education is essential for a person; good or bad behavior is also determined by the character.

This study uses college students as participants for several reasons. First, previous studies indicate that character is a more important criterion for student entrance selection, although less important for academic success (Kern & Bowling III, 2015). Second, other studies also indicate that character education contributes to the professional identity of students (Guo et al., 2018). Third, the educational role is not only a transfer of knowledge but also a place to develop attitudes, behavior, leadership, and student character (Rokhman et al., 2014). College is an educational institution that plays an important role in developing students' potential, resources, and character (Alazmi & Alazmi, 2020); the role is undoubted with the support of stakeholders, parents, and administrative sections who also play a vital role in character education (Singh, 2019).

Regarding students' perception of character teaching, there is a significant positive relationship between students' perception of the school's sense of belonging and the strengthening of character (Lee & Huang, 2021); in essence, character can be supported and developed. Another previous study also showed that students believe that teachers can change their character (Arthur, 2011). This means that the teacher has a role in changing students' character. A study of 920 students in secondary schools in Hong Kong also showed that character education affects students' social

\* **Corresponding author:**

Rianawati, Pontianak State Institute for Islamic Studies, Indonesia. ✉ [rianawatipsga@gmail.com](mailto:rianawatipsga@gmail.com)

competence (Cheung & Lee, 2010). Studies in the Philippines have also shown that the strength of characters such as gratitude, fairness, hope, and love of learning influences positive emotions and academic self-efficacy (Datu & Mateo, 2020). There are also studies that suggest that student performance improves if they receive character education during study (Isdaryanti et al., 2020). A character is an attribute that contributes to an individual's identity. Character education is a conscious and deliberate attempt to cultivate virtue in oneself effort involves all related parties, such as parents, schools, the environment, and society.

Previous studies revealed that character education positively impacts students' character values in the form of religious importance, personality, and social and competitive attitudes (Zurqoni et al., 2018). (Zurqoni et al., 2018) Therefore, education needs to facilitate character building, design good character development programs, provide models, interventions, consistent habituation, and character strengthening.

Internalization is imagination deepening and mastery achieved through coaching, guidance, and so on (Kamus Besar Bahasa Indonesia Online, n.d.). Thoha (1996) states that internalization is a technique in value education whose goal is to own values that are fused with personality (Thoha, 1996). In learning, teacher knowledge about character education must be integrated with the curriculum to support character education (Citra, 2012). Therefore, it is necessary to continue to remind teachers and lecturers to internalize values in the learning process. Integration of character teaching in lectures can be realized by thoroughly including character values in the syllabus and learning implementation plan, teaching materials and media, classroom implementation, assessment, monitoring, and evaluation of activities (Winarni, 2013). Some of the important characters that need to be developed are gratitude, hope, justice, and love of learning (Datu & Mateo, 2020).

Religious education and learning affect the ethics of student behavior (Halim Tamuri et al., 2013), so it is interesting to study whether there is an influence of character teaching in college with socioemotional student character. Internalization can be implemented through character mingling, character examples, character models, value integration in learning (Hidayati et al., 2020), and modeling and control/supervision (Ulwan, 1995). The character model is important in shaping the student's character; they obtain the model directly from their teacher/lecturer. The model is important in character education (Prasetyo et al., 2019), and the character model is one of the character education methods (Munawwaroh, 2019). Other studies also reveal that the teacher model boosts character education (Wardhani & Wahono, 2017).

Specifically, character teaching in this study is seen as a process of internalizing values and character through education. Therefore, this study uses the theory of internalization of values/characters consisting of character transformation, character transactions, and transinternalization (Muhaimin, 2008). Character teaching is hypothesized to influence socioemotional development because it is useful for students. Previous research has revealed the influence of socioemotional well-being and student achievement (Berger et al., 2011). Social-emotional development is the ability to manage and express emotions completely, both positive and negative, while interacting with others around them and actively learning by exploring their environment (Breastfeeding, 2005). The good character that needs to be developed is honesty, which is based on being trusted in words, actions, and work (Gunawan & Sari, 2019).

Among the universities that clearly have character education programs are IAIN Pontianak, Tanjungpura University and Muhammadiyah University of Pontianak. Character teaching in IAIN Pontianak is done through *Ma'had Al-Jami'ah* (Islamic boarding school). *Ma'had's* flagship programs are *qiroatul kutub* (reading Islamic books), *tahfidz* (recitation), *muhadharah* (public speaking), and *sholawatan* (prayer song). Character education is a priority for *Ma'had Al-jami'ah*, where the vision is to be the center of guidance for *mahasantri* (Islamic boarding school students) in the fields of morality, worship, language, literature studies and *tahfidz*. The purpose of *Ma'had* is to implement *mahasantri* in worship and develop good manners in conjunction (Adminwpmahad, 2021). Meanwhile, Tanjungpura Pontianak University has a program called "*pendikar*" (character education), which is a Pancasila-based character education program (Pendikar Pancasila Untan, 2022). The "*pendikar*" program is a character education program that can be interpreted as universal character development that can be extracted from the character values in Pancasila. The 5 main values are religious, nationalist, mutual cooperation, integrity and independence.

Universitas Muhammadiyah Pontianak implements character internalization through the al-Islam Kemuhadiyah (AIK) program. The program is added into the curriculum and taught for 4 semesters. The three campuses have similarities in character education, namely, the habit of reading the Quran, understanding the contents of the Quran, moral guidance, faith and jurisprudence. Lecturers teach character with constant guidance, example and habituation.

The current study was approved by the ethical committee of The Teacher Training and Education Faculty (Fakultas Tarbiyah dan Ilmu Keguruan), Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak) protocol number 349/KOMET/FTIK/2022. This study was also approved by the Institute for Research and Community Service (Lembaga Penelitian dan Pengabdian Kepada Masyarakat) Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak), West Kalimantan Indonesia (protocol number: B-147/In.15/LP2M/HM.01/03/2022).

Regarding the research question, we proposed the following hypotheses:

Hypothesis 1. Character teaching has a significant and positive effect on college student prosociality.

Hypothesis 2. Character teaching has a significant and positive effect on college student honesty.

Hypothesis 3. Character teaching has a significant and positive effect on student self-development.

Hypothesis 4. Character teaching has a significant and positive effect on college student self-control.

Hypothesis 5. Character teaching has a significant and positive effect on college student respect at school/college.

Hypothesis 6. Character teaching has a significant and positive effect on college student respect at home.

## Methodology

### *Research Design*

This study used a survey design and the data were collected using questionnaires distributed online. A survey was chosen because this study had the following purposes: 1) to collect data on student opinions about character instruction and socio-emotional development, 2) to generalize through a representative sample, 3) to determine the influence of variables on other variables in a natural setting, 4) to test predetermined hypotheses, and 5) to eliminate doubt about the influence of the variables used.

We started by asking for permission from the management board of *Mahad aljamiah*, the management board of the Character Education (Pendidikan) of Tanjungpura University and Rector of the Muhammadiyah University to conduct research on campus. We had discussions with the three universities related to this study. After we got permission, we had discussion with the lecturers/instructors to inform how character instruction was used. We provided instructions on teaching character using several dimensions; character transformation, character transaction, character trans-internalization, character habituation, character model and character control. Character transformation dimension was implemented using the following steps; providing instructions on character instruction using character transformation, character transaction, character trans-internalization, character habituation, character model, and character control. Character transformation dimension was implemented using the following steps: 1) motivating students to continue to learn, 2) motivating students to use their time as efficiently as possible to attend lectures, organizations, courses, skill development, and trainings, 3) collecting assignments on time, 4) motivating them to continue to pursue achievements, and 5) giving messages to build good character.

Character Transaction was done through the following steps: 1) correcting student mistakes, 2) providing opportunities to correct mistakes made by students, 3) providing learning contracts, 4) giving reprimands to the guilty, and 5) reminding students of their tasks. Furthermore, the character of trans-internalization was implemented through the following steps: 1) delivering the material politely, 2) accompanying passive students, 3) connecting the material course with the real-life context, 4) teaching in a friendly and communicative way, and 5) delivering the material passionately. With regard to teaching character habituation, the lecturers who teach the subject were given directions for implementation to; 1) set examples by saying Greetings, 2) pray at the beginning and end of the lesson, 3) get used to speaking politely, 4) create cooperative learning models, 5) create discovery learning models.

The next character instruction was done through the character model; this teaching and learning were implemented by; 1) setting examples of dressing neatly and clean, 2) setting examples of good way of walking, 3) setting examples of timely task processing, 4) setting examples of simple appearance and 6) setting examples of careful examination of tasks. Furthermore, character control was implemented by; 1) supervising the seriousness of students' learning activities, 2) checking notebooks, 3) supervising students' discipline, 4) paying attention to student neatness and cleanliness, and 5) checking assignments and giving grades on time.

We also provided: 1) instructions for students to follow the material about character instruction. 2) reciting the Qur'an and praying on time, 3) habituation to prayer in congregation, 4) studying the Qur'an thoroughly. Students were also required to take notes during character instruction, join prayers in congregation, recite the Qur'an, and learn together. We also involved the teachers in carrying out and controlling student activities. We used our material on character building as well as the materials from each campus, but we used our the teaching methods.

### *Sample and Data Collection*

The population of this study consisted of students of the State Institute of Islamic Studies (IAIN) Pontianak, Tanjungpura University, and Muhammadiyah University of Pontianak. The study was conducted with a simple random sampling technique. The sample of this study was 1,284 college students, 388 male and 896 female. All participating students were given a link to the survey through Google Forms with permission from their colleges. A Likert scale was used with the following five options: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

The college student sample came from 16 departments: Islamic Education (408), Islamic Business (97), Islamic Family Law (86), Mathematics Education (17), Arabic Language (29), PGMI [Elementary School teacher Education] (39), PIAUD [Early Childhood Education] (29), Islamic Banking (89), PPG [Teacher Profession Education] (76), Islamic Psychology (25), Statistics (11), Islamic Counseling (109), Islamic Accounting (65), Islamic Economics (137) and Public

Administration (33). The present study was carried out over seven months from June 2021 to December 2021 in West Kalimantan Province. The population of this study was students of the State Institute of Islamic Studies [IAIN] Pontianak, Tanjungpura University, and the Muhammadiyah University of Pontianak.

A character instructional instrument adapted from Muhaimin's theory consisting of character transformation, character transactions, and character trans-internalization (Muhaimin, 2008) was used. All character indicators were placed in one construct because they were a set of the character teaching process. Nonetheless, all indicators were created with different codes to distinguish their constructs. There were 5 character transformation indicators (CT1 to CT5), 6 character transaction indicators (CT6 to CT11), and 5 character trans-internalization indicators (CT12 to CT16). Furthermore, this study used Ulwan's (1995) basic character habituation, character model, and character supervision. There were 5 indicators of character habituation (CT17 to CT21), 6 indicators of character model (CT22 to CT27), and 5 indicators of character supervision (CT28 to CT32) that we created. The socio-emotional character development instrument from Peter Ji, David L. DuBois, and Brian R. Flay (Ji et al., 2021) was used. This instrument consists of prosocial indicators, honesty, respect at school, respect at home, self-development, and self-control. Prosocial dimensions have 5 indicators (PS1-PS5), honesty has 5 indicators (H1-H5), respect at school has 5 indicators (RaS1-RaS5), respect at home has 4 indicators, self-development has 4 indicators, and self-control has 4 indicators.

#### *Data Analysis*

Partial least square (PLS) structural equation modeling (SEM) data analysis using SmartPLS was used. This software was used due to its ability to predict construct effects for small samples and because it is easy to use. The validity and reliability of the model were measured, and the structural model was examined using collinearity, coefficient of determination, effect size, predictive relevance, variant inflation factors and path coefficient.

#### *Analysis of Data*

Partial least square (PLS) structural equation modeling (SEM) data analysis using SmartPLS was used. This software was used due to its ability to predict construct effects for small samples and because it is easy to use. The validity and reliability of the model was measured, and the structural model was assessed by collinearity, coefficient of determination, effect size, predictive relevance, variant inflation factors and path coefficient.

### **Findings/Results**

The present study aims to determine the effect of character teaching on honesty, prosociality, respect at home, respect at school, self-control and self-development using a model and structural measurement. Model measurements are performed by calculating the validity and reliability of the instrument. The indicator was assessed with three measurements: 1) indicator loading and internal consistency reliability, 2) convergent validity, and 3) discriminant validity (Hair et al., 2019).

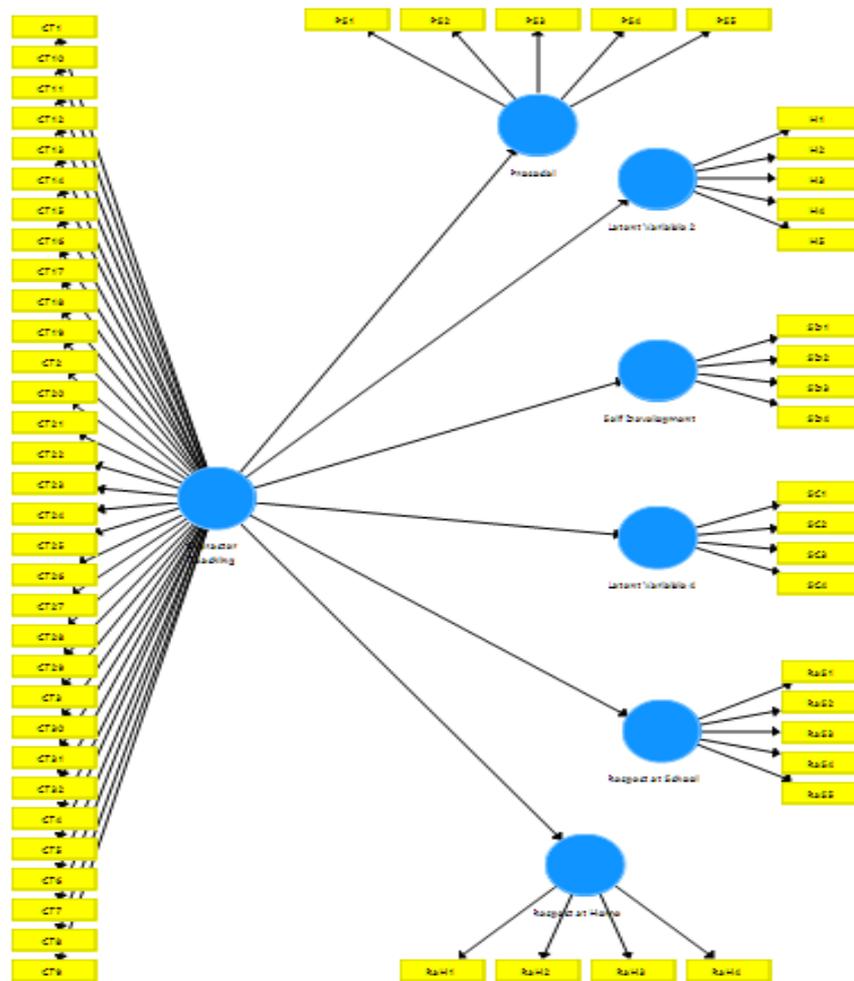


Figure 1. Hypothetical Model

### Measurement models

The measurement model was assessed with three measures: 1) indicator loading and internal consistency, 2) convergent validity and 3) discriminant validity. The indicator loading value was used to inspect indicator validity. If the indicator loading value is more than 0.7, the indicator is ideal for assessing the construct. Indicators with scores less than 0.7 are excluded from the model because they do not match the minimum criteria (Hair et al., 2019). Table 1 shows the details of the loading indicators of all constructs. Cronbach's alpha ( $\alpha$ ) and composite reliability (CR) were reported for instrument internal consistency reliability. This study implemented the threshold set; Cronbach's alpha ( $\alpha$ ) should be  $> .600$  (Ghozali, 2014), and CR should be  $> .708$ . Constructs that obtain composite reliability values  $\geq .7$  have high reliability. SmartPLS output showed that prosociality received a value of 0.83, honesty received a score of 0.88, respect at home received a value of 0.88, respect at school received a value of 0.91, self-development received a value of 0.86, self-control received a value of 0.82 and character teaching received a value of 0.91. These numbers show that the instrument is reliable.

Convergent validity is a degree of conformity between the measurement attributes of the measuring instrument and its theoretical concepts. Discriminant validity testing of this study is based on the value of AVE (average of variance extracted). Convergent validity is intended to determine the relationship between indicator measures in the same construct. Convergent validity is met if the AVE value is  $\geq .500$  (Henseler et al., 2009).

Table 1. Reflective Indicator Loadings and Internal Consistency

Construct	Item	Loadings	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	Consideration
Character teaching	CT24	0.717	0.857	0.862	0.898	0.638	Valid and reliable
	CT28	0.800					
	CT30	0.842					
	CT31	0.810					
	CT32	0.819					

Table 1. Continued

Construct	Item	Loadings	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	Consideration					
Honesty	H1	0.717	0.823	0.830	0.876	0.586	Valid and reliable					
	H2	0.800										
	H3	0.800										
	H4	0.713										
	H5	0.792										
Respect at home	PS1	0.774	0.688	0.698	0.828	0.616	Valid and reliable					
	PS2	0.841										
	PS4	0.736										
	RaH1	0.793										
Respect at school/ university	RaH2	0.838	0.813	0.812	0.877	0.640	Valid and reliable					
	RaH3	0.812										
	RaH4	0.755										
	RaS1	0.742										
	RaS2	0.886										
Respect at school/ university	RaS3	0.864	0.873	0.880	0.908	0.665	Valid and reliable					
	RaS4	0.767										
	RaS5	0.808										
	SC1	0.727										
	SC2	0.810										
	SC3	0.783										
	SD1	0.739						0.666	0.671	0.817	0.599	Valid and reliable
	SD2	0.790										
SD3	0.813											
SD4	0.785											

Discriminant validity is indicated by a discrepancy between attributes that should not be measured by a measuring instrument with a theoretical concept of the variable. The discriminant validity of reflective indicator measurements is calculated based on the cross-loading value of the variable manifested against each latent variable. If the correlation between latent variables with each indicator is more significant than the correlation with other variables, then the latent variable can predict the indicator better than other latent variables. Table 2 shows the details of the Fornell-Larcker criterion.

Table 2. Fornell-Larcker Cross Loading

	CT	H	P	RaH	RaS	SC	SD
Character Teaching	0.799						
Honesty	0.413	0.765					
Prosociality	0.436	0.527	0.785				
Respect at Home	0.339	0.487	0.400	0.800			
Respect at School	0.361	0.495	0.471	0.627	0.815		
Self-Control	0.379	0.536	0.429	0.399	0.422	0.774	
Self-Development	0.406	0.488	0.444	0.456	0.533	0.414	0.782

Discriminant validity also appears when constructs are above 0.9. All construct values must be lower than 0.9. Henseler et al. (2009) suggest values not greater than .0 for testing the validity of the discriminant, which suggests that all indicators based on the Heterotrait-Monotrait (HTMT) ratio are valid. Discriminant validity also appears when the HTMT value of the indicator is higher than .900. Table 3 indicates that all construct HTMT values were lower than 0.900.

Table 3. Heterotrait-Monotrait (HTMT) Values

	CT	H	P	RaH	RaS	SC	SD
Character Teaching							
Honesty	0.487						
Prosociality	0.562	0.702					
Respect at Home	0.400	0.601	0.531				
Respect at School	0.412	0.589	0.602	0.748			
Self-Control	0.500	0.733	0.640	0.551	0.568		
Self-Development	0.487	0.610	0.605	0.570	0.646	0.582	

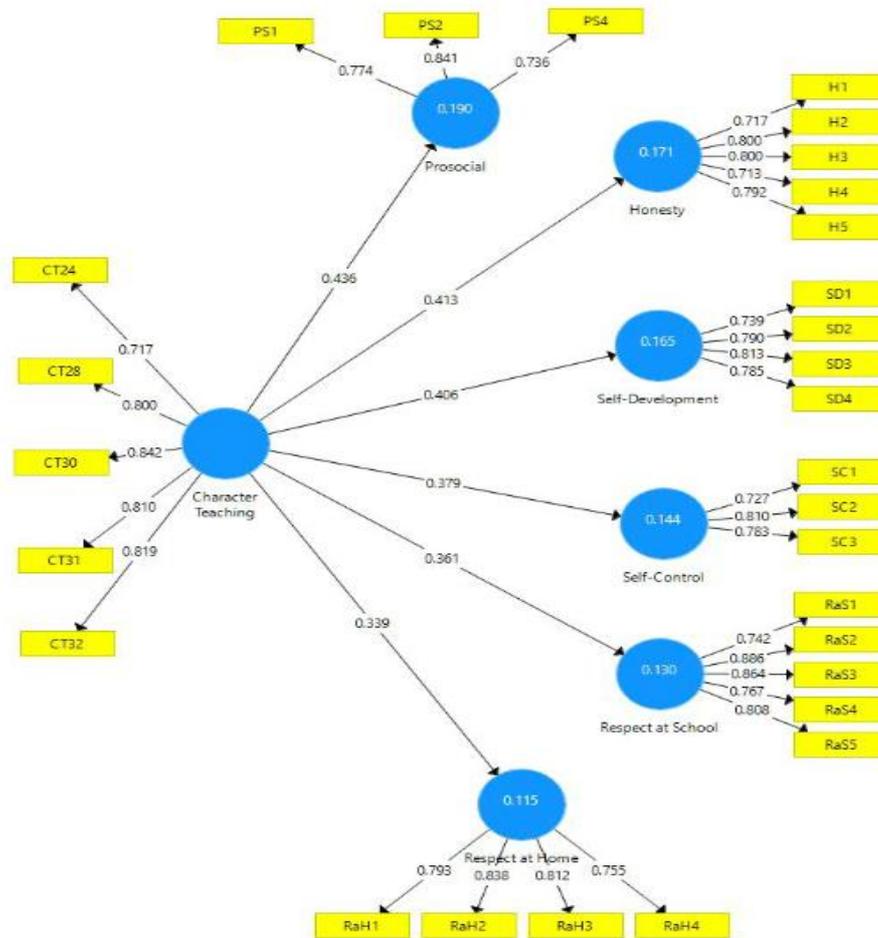


Figure 2. Final Model

Structural Model Assessments

Structural model measurements using 1) collinearity, 2) coefficient of determination ( $r^2$ ), 3) effect size ( $f^2$ ), 4) predictive relevance ( $q^2$ ) using blindfolding procedure, and 5) path coefficient. First, a collinearity test was used to test whether this model is worth using. An instrument is eligible to proceed to the following process if the VIF value is less than 3 for the inner model and smaller than 10 for the outer model (Sarstedt et al., 2016). Character education is a predictor of prosociality, honesty, self-development, self-control, respect at school/college and respect at home. Character teaching is a predictor of prosociality (VIF = 1.000), honesty (VIF = 1.000), self-development (VIF = 1.000), self-control, (VIF = 1.000), respect at school/college (VIF = 1.000), and respect at home (VIF = 1.000). Table 4 shows the VIF value.

Table 4. Variance Inflation Factor (VIF) Value

	H	P	RaH	RaS	SC	SD
Character Teaching	1.000	1.000	1.000	1.000	1.000	1.000

Second is the coefficient of determination ( $r^2$ ). The goodness of fit (GoF) testing is seen from the  $r^2$  value. The coefficient of determination is a variant of proportions on endogenous variables that exogenous variables can predict. Values range from 0 to 1; 0.75 is substantial, 0.50 moderate and 0.25 weak (Chin, 1998). The construct  $r^2$  values are honesty 0.170 (weak), prosociality 0.189 (weak), self-development 0.164 (weak), self-control 0.143 (weak), respect at school 0.130 (weak), and respect at home 0.114 (weak). The values obtained by each construct can be seen in detail in Table 5.

Table 5. Coefficient of Determination ( $R^2$ )

	R Square	R Square Adjusted
Honesty	0.171	0.170
Prosociality	0.190	0.189
Respect at Home	0.115	0.114
Respect at School	0.130	0.130
Self-Control	0.144	0.143
Self-Development	0.165	0.164

Third, effect size ( $f^2$ ) measurement is performed by looking at changes in coefficient of determination ( $r^2$ ) values. This change in value is used to see the effect of exogenous latent variables on endogenous variables and whether they have a substantive influence (Ghozali, 2014). The same  $f^2$  achievement recommended by (Cohen, 1988), which is 0.02, has little effect; 0.15 has a moderate influence, and 0.35 means it has a significant influence on the structural level (Chin, 1998).

Table 6. Effect Size ( $F^2$ )

	H	P	RaH	RaS	SC	SD
Character Teaching	0.206	0.235	0.130	0.150	0.168	0.197

Fourth is predictive relevance. The Stone-Geisser ( $Q_2$ ) test is a statistical test to measure how well the model and the resulting parameters produce the observation value (predictive relevance). If the  $Q_2$  value is greater than 0, then the model has predictive relevance, while if it is less than 0, it means that the model has no predictive relevance (Ghozali, 2014). If  $Q_2$  is greater than 0, exogen constructs are predictively relevant to endogenous constructs. The relevant predictive value criteria are 0.02 (small predictive), 0.15 (medium) and 0.35 (large). Table 7 shows the predictive relevance value.

Table 7. Predictive Relevance

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Character Teaching	6420.000	6420.000	
Honesty	6420.000	5787.621	0.099
Prosociality	3852.000	3407.601	0.115
Respect at Home	5136.000	4769.135	0.071
Respect at School	6420.000	5875.925	0.085
Self-Control	3852.000	3529.389	0.084
Self-Development	5136.000	4625.840	0.099

Fifth is the path coefficient. The calculation of the path coefficient between endogenous and exogenous constructs was performed with 5000 bootstraps applying a 5% (one tailed) significance level (Figure 2). Character education is a significant predictor of prosociality ( $\beta=0.426$ ;  $t=15,386$ ,  $p=0.000$ ), honesty ( $\beta=0.407$ ;  $t=14,624$ ,  $p=0.000$ ), self-development ( $\beta=0.401$ ;  $t=14,970$ ,  $p=0.000$ ), self-control ( $\beta=0.356$ ;  $t=12,624$ ,  $p=0.000$ ), respect at school ( $\beta=0.360$ ;  $t=12,362$ ,  $p=0.000$ ), and respect at home ( $\beta=0.338$ ;  $t=11,200$ ,  $p=0.000$ ). Table 6 shows the path coefficient.

Table 8. Path Coefficient

	$\beta$	Sample Mean	Standard Deviation	t Statistics ( O/STDEV )	p Values
Character Teaching -> Honesty	0.413	0.415	0.028	14.875	0.000
Character Teaching -> Prosociality	0.436	0.438	0.027	15.991	0.000
Character Teaching -> Respect at Home	0.339	0.341	0.030	11.363	0.000
Character Teaching -> Respect at School	0.361	0.362	0.029	12.487	0.000
Character Teaching -> Self-Control	0.379	0.381	0.028	13.689	0.000
Character Teaching -> Self-Development	0.406	0.407	0.027	14.964	0.000

### Discussion

The 1st hypothesis (character teaching has a significant positive effect on prosocial college students) was accepted. The output of SmartPLS provided a  $\beta$  of 0,436, a t-statistic of 15,991 (greater than 1.96), and a p value of .000 (below .05). This means that the effect is significant. The  $R^2$  value was 0.190, and the R-square adjusted was 0.189, indicating that character education had a weak effect on the prosocial construct. The result of the blindfolding calculation is 0.115, which indicates the presence of a medium predictive relevance and shows that exogenous constructs are a relevant predictor of endogenous constructs.

Character teaching by lecturers provides a model of being disciplined by entering the classroom on time (CT24), monitoring student assignments to foster honest character (CT28), using discipline (CT30), exhibiting neatness and cleanliness (CT31), grading and assigning work in a lively and timely manner (CT32), all of which affect students' prosociality. Prosocial behavior is a behavior that benefits others; it has positive social consequences and connects to the psychological well-being of others. Prosocial indicators are play nicely with others (PS1), do things that are good for the group (PS2), and I treat my friends the way I like to be treated (PS4). Prosociality is an act of helping others without providing a direct benefit to the person who performs the act, and it can even harm the person who helps (Baron & Byrne, 2004). Prosocial behavioral aspects are sharing, helping, donating, cooperating, and honesty (Eisenberg & Mussen, 1989).

These indicators also affect tolerance ability as one of the prosocial elements. These findings are consistent with character education affecting student tolerance (Fahmi et al., 2021). When lecturers give assignments and assess each group of students carefully, it leads to attitudes of honesty and cooperating with others well in students, especially in one group. It also gives rise to a positive attitude in students despite being in a group with friends who are different from them. This finding is also consistent with a previous study showing that the older a person gets, the more prosocial the person is (Mayr & Freund, 2020).

Although the effect is weak, this study proves the influence of character education on prosociality, in accordance with Arthur's study, which indicates that the model and mentorship of teachers affect students' prosociality (Arthur, 2011). When the teacher gives an example of discipline and corrects student tasks on time and objectively, it will have an influence on the student's prosociality. Normative moral and personal character does affect prosocial students (Lin & Shek, 2022).

The 2nd hypothesis, character teaching has a significant and positive effect on honesty, was accepted based on the results of the analysis of hypothesis data received because it obtained value  $\beta$ ; 0,413, t-statistic 14.875 and P Values .000 (below .05), which means the effect is significant. The value of  $R^2$  is 0.171, and the R-square adjusted value is 0.170. This output shows that character education influences honesty even though it is weak. The result of blindfolding calculations is 0.096, indicating weak predictive relevance and that exogenous constructs can be used as relevant predictors of endogenous constructs. Lecturers need to carry out their duties well to educate, train, teach and evaluate their students (Irawati & Idrus, 2019). Lecturers who grade the majority of tasks and provide assessments objectively influence honesty, an important trait for the younger generation (James, 1933). Honesty is one of the core characteristics that needs attention (Pala, 2011).

Until now, there have been no studies that can confirm with certainty that the teaching of character does not affect the honesty of students. Character teaching has a positive impact on a person's attitude and behavior, including honesty, respect, self-control and self-development. Character teaching can help a person understand important moral and ethical values such as honesty and prosociality. On the other hand, character teaching is also not always effective in influencing a person because many other variables contribute, such as social environment and cultural influences and personality.

Regarding the 3rd hypothesis, the hypothesis that character teaching has a significant and positive effect on self-development was accepted. SmartPLS output provided  $\beta$ ; 0,406, t-statistic; 14,964, and p values .000 (below .05), which means that the effect is significant. The hypothesis was accepted because the t-statistic was greater than 1.96. The  $R^2$  value was 0.165, and the R-square adjusted was 0.164, showing that character education has a weak influence on self-development. The blindfolding calculation was 0.099, indicating predictive relevance at the weak level and showing that exogenous constructs are a relevant predictor of endogenous constructs. Although the effect is weak, in this study, we find support for the effect of character education on self-development. By controlling the seriousness and thoroughness of student tasks, lecturers motivate students to develop themselves automatically (Lumbantobing, 2020), and this motivation also affects students' academic achievement (Kusumajati et al., 2017). Therefore, this character education has an influence on SECD.

The 4th hypothesis regarding the effect of character teaching on self-control was accepted, as it obtains a statistical result;  $\beta$ ; 0,406, t-statistic; 14,904, and p values .000 (below .05), which means the effect is positive and significant. The value of  $R^2$  is 0.166, and the R-square adjusted value is 0.165. This result shows that character education has a weak effect on self-control. The blindfolding calculation was 0.084, which indicates the presence of predictive relevance at the weak level and shows that exogenous constructs are a relevant predictor of endogenous constructs. These findings are consistent with previous research revealing the influence of morals on students' self-control (Hidayah, 2021). Values and morals are the main elements of character, and if this element has been fused in a person, then there will be strong self-control based on values and morals, especially when college students receive lecturers' attention for their assignments, discipline, seriousness and their grade in a timely manner.

The 5th hypothesis that character teaching has a significant and positive effect on respect at school/college was accepted. SmartPLS output provided  $\beta$ ; 0,361, t-statistic; 12.487, and p values .000 (was below .05). The t-statistic was greater than 1.96. This means that the effect is significant. The  $R^2$  was 0.130, and the adjusted R-square was 0.130. This shows that character education had a weak effect on respect at school. The result of blindfolding calculations was 0.085. This finding indicates that exogenous constructs are a relevant predictor of endogenous constructs, although with weak predictive relevance. However, the discipline of lecturers/teachers is also not fully able to increase students' responsibilities because lecturers/teachers impose discipline rather than use productive and creative solutions to increase student responsibility (Lewis, 2001). These findings support previous research indicating that student trust will grow and students will be more motivated (Hernández-López et al., 2016).

Entering the classroom on time (CT24), control and monitoring of the seriousness of student learning (CT28), student discipline (CT30), neatness and cleanliness of students (CT31), and grading and assigning work in a lively and timely manner (CT32) are part of teachers' professional and pedagogical competence. This competence affects the character of students who are characterized by speaking politely to lecturers (RaS1), obeying lecturers (RaS2), following the directions of teachers/lecturers (RaS3), and listening to lecturers without disturbing them (RaS4). Lecturers who grade

student assignments on time and objectively will affect student confidence (Pachler et al., 2019). This belief can increase respect at school/college, and students' perception of lecturers' ability also increases students' competence (Hernández-López et al., 2016).

In addition, the performance of lecturers who carry out their duties well also increases student learning motivation so that this construct is positively related to the construct of respect at school (Anra & Yamin, 2017).

Regarding the 6th hypothesis of the present study, the smartPLS output provided a  $\beta$  of 0,339, a t-statistic of 11,363, and p values of .000 (below .05). The hypothesis was accepted because the t-statistic was greater than 1.96. The  $R^2$  was .115, and the R-square adjusted was .114. This indicated that character teaching had a weak effect on respect at home. Nevertheless, this study reveals the effect of character teaching on respect at home. The result of the blindfolding calculation is 0.071, which indicates the presence of predictive relevance, although weak, and indicates that exogenous constructs are a relevant predictor of endogenous constructs. In the COVID-19 era, students learn from their homes. Therefore, they interact more with family at home. Parents can learn about lecturers' tasks, control and monitoring at home so that positive interactions are built. Students speak politely at home, obeying parents, listening to advice, and inevitability following the rules at home; understanding and support of parents while students' study at home will affect their character and motivation. Parents have an important role in developing character (Mansir, 2021) and they can give direction and guidance directly at home. Character strength is the basic foundation of lifelong character attached to a person (Park & Peterson, 2009); good character toward parents and siblings at home, parental support, and the role of lecturers who teach in college play an important role in the development of student character.

In addition, the findings of this study are consistent with those of a previous study showing that pedagogical competence is the most influential competence on student character (Rahmah & Fadhli, 2021), and lecturers' ability to create assignments, correct assignments, and pay attention to the character and discipline of students are factors contributing to student character. In general, the results of this study are consistent with the study (Azhari, 2017), which revealed that a lecturer is tasked with educating, teaching, training, guiding, and evaluating. Lecturers should grade the assignments given to students carefully, and supervise their learning, seriousness, neatness, activeness, and the timeliness of students in collecting assignments.

Regarding the influence of character teaching on prosociality, honesty, self-development, self-control, respect at school, and respect at home, although it has a weak effect, character supervision positively affects all constructs. Universities should maximize student boarding schools to intensify character education further because *pesantren* are a place of total character internalization (Baharun & Maryam, 2018) so that in the future, students become superior human resources because they have good character (Tyas et al., 2020). The study also shows that socioemotional character development (SECD) is essential at the student level (Elias, 2009). SECD can also be used at the college student level, not just for elementary (Wang et al., 2015) and middle school (Coelho et al., 2015) students.

### Conclusion

Based on the discussion in the previous chapter, this study shows the following: 1) character teaching has a significant and positive effect on college student prosociality, 2) character teaching has a significant and positive effect on college student honesty, 3) character teaching has a significant and positive effect on college student self-development, 4) character teaching has a significant and positive effect on college student self-control, 5) character teaching has a significant and positive effect on college student respect at school/college, and 6) character teaching has a significant and positive effect on college student respect at home. Although the influence is weak, the results of this study prove that character education has a positive influence on prosociality, honesty, self-development, self-control and respect at home.

### Recommendations

Based on these findings, future research may focus on national character teaching and other good character development. Future studies can also contribute to other variables that influence socioemotional character development. Researchers can also conduct studies with this character teaching dimension and indicators of the socioemotional development of students on a larger sample. This research is also expected to be used as a material suggestion for other researchers to conduct similar research with other constructs and methods. The important issues related to character that can continue to be studied are related to the purpose of character education, the psychological component of character, the content of character education, the approach and how the campus prepares character educators (Lickona, 1999).

### Limitations

This study has some limitations; the socio-emotional character development of the participants was unknown before the study, so it could be that the existing character was formed via previous character education. Therefore, a more in-depth study that includes students' previous character teaching is needed. This study also has limitations in that only the character teaching variable was used as a predictor. Many factors affect students' socioemotional character development, such as parental role, society, and psychology.

**Authorship contribution statement**

Rianawati; conceptualization, research design. Imron Muttaqin; data analysis. Saifuddin Herlambang; Writing/drafting manuscript. Wahab; editing/reviewing. Mawardi; translating

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## Appendix

*Valid Instrument*

Dimension	Code	statement
Character teaching	CT24	My lecture supervise my assignments
	CT28	My lecture pay attention for seriousness and discipline
	CT30	My lecture check students' attendance strictly
	CT31	My lecture give course assessment samples
	CT32	My lecture grade assignments on schedule
Honesty	H1	I apologize when I have done something wrong
	H2	I tell the truth when I have done something wrong
	H3	I tell others the truth
	H4	I keep promises I make to others
	H5	I admit my mistakes
Prosocial	PS1	I play nicely with others
	PS2	I do things that are good for the group
	PS4	I am nice to friends who are different from me
Respect at home	RaH1	I speak politely to my parents
	RaH2	I obey my parents
	RaH3	I listen (without interrupting) to my parents
	RaH4	I follow the rules at home
Respect at school/ university	RaS1	I speak politely to my teacher and other adults at university
	RaS2	I obey my teacher/lecturer and other adults at university
	RaS3	I follow the directions of my lecturer and other friend
	RaS4	I listen (without interrupting) to my teacher and other friends at university
	RaS5	I follow university rules
Self control	SC1	I wait my turn in line patiently
	SC2	I keep my temper when I have an argument with other friends
	SC3	I follow the rules even when they tease me or call me bad names
Self development	SD1	I make myself a better person
	SD2	I keep trying at something until I succeed
	SD3	I set goals for myself (make plan for the future)
	SD4	I try to be my best

# The Effect of Character Teaching on College Student Social-Emotional Character Development: A Case in Indonesia

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## Abstract:

This study aimed to investigate the effect of character teaching on college student socioemotional character development. The study was conducted at IAIN Pontianak, Universitas Tanjungpura and Universitas Muhammadiyah Pontianak. The sample was 1284 students, 388 male and 896 female. Partial least square-structural equation modeling (PLS-SEM) data analysis using SmartPLS was used. The findings reveal that character teaching has a significant and positive effect on college student honesty, prosociality, respect at home, respect at school, self-control, and self-development. This study suggests that colleges/universities ensure that lecturers supervise student assignments, seriousness and discipline, check students' attendance strictly, give course assessment samples, and grade their assignments on schedule. At the end of the conclusion, implications and suggestions are given.

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**Keywords:** Character teaching, college student, socioemotional development

## Introduction

Indonesia has a national policy master plan stating that the ethical values in the nation's life and state have shifted, and awareness of the nation's cultural values has faded on (Parent Book Character Development the National Policy 2010-2025). Character education is an effort to encourage people to grow and develop well. Therefore, investigating character teaching is important for several reasons. First, previous studies suggest improving character-based education (Berkowitz, 2011). Second, character education is important for integration with humanists, intelligence, skills, independence, discipline, and nobility and needs to be integrated into the higher education curriculum (Tanis, 2013). Third, character education is essential for a person; good or bad behavior is also determined by the character.

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This study uses college students as participants for several reasons. First, previous studies indicate that character is a more important criterion for student entrance selection, although less important for academic success (Kern & Bowling III, 2015). Second, other studies also indicate that character education contributes to the professional identity of students (Guo et al., 2018). Third, the educational role is not only a transfer of knowledge but also a place to develop attitudes, behavior, leadership, and student character (Rokhman et al., 2014). College is an educational institution that plays an important role in developing students' potential, resources, and character (Alazmi & Alazmi, 2020); the role is undoubtedly with the support of stakeholders, parents, and administrative sections who also play a vital role in character education (Singh, 2019).

Regarding students' perception of character teaching, there is a significant positive relationship between students' perception of the school's sense of belonging and the strengthening of character (Lee & Huang, 2021); in essence, character can be supported and developed. Another previous study also showed that students believe that teachers can change their character (Arthur, 2011). This means that the teacher has a role in changing students' character. A study of 920 students in secondary schools in Hong Kong also showed that character education affects students' social competence (Cheung & Lee, 2010). Studies in the Philippines have also shown that the strength of characters such as gratitude, fairness, hope, and love of learning influences positive emotions and academic self-efficacy (Datu & Mateo, 2020). There are also studies that suggest that student performance improves if they receive character education during study (Isdaryanti et al., 2020). A character is an attribute that contributes to an individual's identity.

conscious and deliberate attempt to cultivate virtue in oneself effort involves all related parties, such as parents, schools, the environment, and society.

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Previous studies revealed that character education positively impacts students' character values in the form of religious importance, personality, and social and competitive attitudes (Zurqoni et al., 2018). (Zurqoni et al., 2018) Therefore, education needs to facilitate character building, design good character development programs, provide models, interventions, consistent habituation, and character strengthening.

Internalization is imagination deepening and mastery achieved through coaching, guidance, and so on (Setiawan, 2012). [Chabib-Thoha \(1996\)](#) states that internalization is a technique in value whose goal is to own values that are fused with personality-(Thoha, 1996). In learning, teacher knowledge about character education must be integrated with the curriculum to support character education (Citra, 2012). Therefore, it is necessary to continue to remind teachers and lecturers to internalize values in the learning process. Integration of character teaching in lectures can be realized by thoroughly including character values in the syllabus and learning implementation plan, teaching materials and media, classroom implementation, assessment, monitoring, and evaluation of activities (Winami, 2013). Some of the important characters that need to be developed are gratitude, hope, justice, and love of learning (Datu & Mateo, 2020).

Religious education and learning affect the ethics of student behavior (Halim Tamuri et al., 2013), so it is interesting to study whether there is an influence of character teaching in college with socioemotional student character. Internalization can be implemented through character mingling, character examples, character models, value integration in learning (Hidayati et al., 2020), and modeling and control/supervision (Ulwan & Semait, 1988). The character model is important in shaping the student's character; they obtain the model directly from their teacher/lecturer. The model is important in character education (Prasetyo et al., 2019), and the character model is one of

the character education methods (Munawwaroh, 2019). Other studies also reveal that the teacher model boosts character education (Wardhani & Wahono, 2017).

Specifically, character teaching in this study is seen as a process of internalizing values and character through education. Therefore, this study uses the theory of internalization of values/characters consisting of character transformation, character transactions, and transinternalization (Muhaimin, 2008). Character teaching is hypothesized to influence socioemotional development because it is useful for students. Previous research has revealed the influence of socioemotional well-being and student achievement (Berger et al., 2011). Social-emotional development is the ability to manage and express emotions completely, both positive and negative, while interacting with others around them and actively learning by exploring their environment (Gartner et al., 2005). The good character that needs to be developed is honesty, which is based on being trusted in words, actions, and work (Gunawan & Sari, 2019).

Among the universities that clearly have character education programs are IAIN Pontianak, Tanjungpura University and Muhammadiyah University of Pontianak. Character teaching in IAIN Pontianak is done through *Ma'had Al-Jami'ah (Islamic boarding school)*.- *Ma'had's* flagship programs are *qiroatul kutub (reading Islamic books)*, *tahfidz (recitation)*, *muhadharah (and public speaking)*.- *Muhadhoroh* and *sholawatan (prayer song)*. Character education is a priority for where the vision is to be the center of guidance for *mahasantri (Islamic boarding school students)* in the fields of morality, worship, language, literature studies and *tahfidz*. The purpose of *Ma'had* is to implement *mahasantri* in worship and develop good manners in conjunction (Adminwpmahad, 2021). Meanwhile, Tanjungpura Pontianak University has a program called education), which is a pancasila-based character education program. The "*pPendikar*" program is character education program that can be interpreted as universal character development that can

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be extracted from the character values in Pancasila. The 5 main values are religious, nationalist, mutual cooperation, integrity and independence (Admin, 2022, December 28).

Universitas Muhammadiyah Pontianak implements character internalization through **the al-Islam Kemuhadiyah** (AIK) program. The program is added into the curriculum and taught for 4 semesters. The three campuses have similarities in character education, namely, the habit of reading the Quran, understanding the contents of the Quran, moral guidance, **faith** and **fiqh jurisprudence**. Lecturers teach character with constant guidance, example and habituation.

The current study was approved by the ethical committee of The Teacher Training and Education Faculty (Fakultas Tarbiyah dan Ilmu Keguruan), Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak) protocol number 349/KOMET/FTIK/2022. This study was also approved by the Institute for Research and Community Service (Lembaga Penelitian dan Pengabdian Kepada Masyarakat) Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak), West Kalimantan Indonesia (protocol number: B-147/In.15/LP2M/HM.01/03/2022).

Regarding the research question, we proposed the following hypotheses:

Hypothesis 1. Character teaching has a significant and positive effect on college student prosociality.

Hypothesis 2. Character teaching has a significant and positive effect on college student honesty.

Hypothesis 3. Character teaching has a significant and positive effect on student self-development.

Hypothesis 4. Character teaching has a significant and positive effect on college student self-control.

Hypothesis 5. Character teaching has a significant and positive effect on college student respect at school/college.

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Hypothesis 6. Character teaching has a significant and positive effect on college student respect at home.

## **Methodology**

### Research Design

This study used a survey design and the data were collected using questionnaires distributed online. A survey was chosen because this study had the following purposes: 1) to collect data on student opinions about character instruction and socio-emotional development, 2) to generalize through a representative sample, 3) to determine the influence of variables on other variables in a natural setting, 4) to test predetermined hypotheses, and 5) to eliminate doubt about the influence of the variables used.

We started by asking for permission from the management board of *Mahad aljamiah*, the management board of the Character Education (Pendikar) of Tanjungpura University and Rector of the Muhammadiyah University to conduct research on campus. We had discussions with the three universities related to this study. After we got permission, we had discussion with the lecturers/instructors to inform how character instruction was used. We provided instructions on teaching character using several dimensions; character transformation, character transaction, character trans-internalization, character habituation, character model and character control. Character transformation dimension was implemented using the following steps; providing instructions on character instruction using character transformation, character transaction, character trans-internalization, character habituation, character model, and character control. Character transformation dimension was implemented using the following steps: 1) motivating students to continue to learn, 2) motivating students to use their time as efficiently as possible to

attend lectures, organizations, courses, skill development, and trainings, 3) collecting assignments on time, 4) motivating them to continue to pursue achievements, and 5) giving messages to build good character.

Character Transaction was done through the following steps: 1) correcting student mistakes, 2) providing opportunities to correct mistakes made by students, 3) providing learning contracts, 4) giving reprimands to the guilty, and 5) reminding students of their tasks. Furthermore, the character of trans-internalization was implemented through the following steps: 1) delivering the material politely, 2) accompanying passive students, 3) connecting the material course with the real-life context, 4) teaching in a friendly and communicative way, and 5) delivering the material passionately. With regard to teaching character habituation, the lecturers who teach the subject were given directions for implementation to: 1) set examples by saying Greetings, 2) pray at the beginning and end of the lesson, 3) get used to speaking politely, 4) create cooperative learning models, 5) create discovery learning models.

The next character instruction was done through the character model; this teaching and learning were implemented by: 1) setting examples of dressing neatly and clean, 2) setting examples of good way of walking, 3) setting examples of timely task processing, 4) setting examples of simple appearance and 6) setting examples of careful examination of tasks. Furthermore, character control was implemented by: 1) supervising the seriousness of students' learning activities, 2) checking notebooks, 3) supervising students' discipline, 4) paying attention to student neatness and cleanliness, and 5) checking assignments and giving grades on time.

We also provided: 1) instructions for students to follow the material about character instruction, 2) reciting the Qur'an and praying on time, 3) habituation to prayer in congregation, 4) studying the Qur'an thoroughly. Students were also required to take notes during character instruction, join

prayers in congregation, recite the Qur'an, and learn together. We also involved the teachers in carrying out and controlling student activities. We used our material on character building as well as the materials from each campus, but we used our the teaching methods.

### *Sample and Data Collection*

The population of this study consisted of students of the State Institute of Islamic Studies (IAIN) Pontianak, Tanjungpura University, and Muhammadiyah University of Pontianak. The study was conducted with a simple random sampling technique. The sample of this study was 1,284 college students, 388 male and 896 female. All participating students were given a link to the survey through Google Forms with permission from their colleges. A Likert scale was used with the following five options: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

The college student sample came from 16 departments: Islamic Education (408), Islamic Business (97), Islamic Family Law (86), Mathematics Education (17), Arabic Language (29), PGMI [Elementary School teacher Education] (39), PIAUD [Early Childhood Education] (29), Islamic Banking (89), PPG [Teacher Profession Education] (76), Islamic Psychology (25), Statistics (11), Islamic Counseling (109), Islamic Accounting (65), Islamic Economics (137) and Public Administration (33). **The present study was** carried out over seven months from June 2021 to December 2021 in West Kalimantan Province. **The population** of this study was students of the State Institute of Islamic Studies [IAIN] Pontianak, Tanjungpura University, and the Muhammadiyah University of Pontianak.

A character instructional instrument adapted from Muhaimin's theory consisting of character transformation, character transactions, and character trans-internalization (Muhaimin, 2008) was

used. All character indicators were placed in one construct because they were a set of the character teaching process. Nonetheless, all indicators were created with different codes to distinguish their constructs. There were 5 character transformation indicators (CT1 to CT5), 6 character transaction indicators (CT6 to CT11), and 5 character trans-internalization indicators (CT12 to CT16). Furthermore, this study used Muhammad Nasih Ulwan's basic character habituation, character model, and character supervision (Nasih Ulwan, 2004). There were 5 indicators of character habituation (CT17 to CT21), 6 indicators of character model (CT22 to CT27), and 5 indicators of character supervision (CT28 to CT32) that we created. The socio-emotional character development instrument from Peter Ji, David L. DuBois, and Brian R. Flay (Ji et al., 2021) was used. This instrument consists of prosocial indicators, honesty, respect at school, respect at home, self-development, and self-control. Prosocial dimensions have 5 indicators (PS1-PS5), honesty has 5 indicators (H1-H5), respect at school has 5 indicators (RaS1-RaS5), respect at home has 4 indicators, self-development has 4 indicators, and self-control has 4 indicators.

#### *Data Analysis*

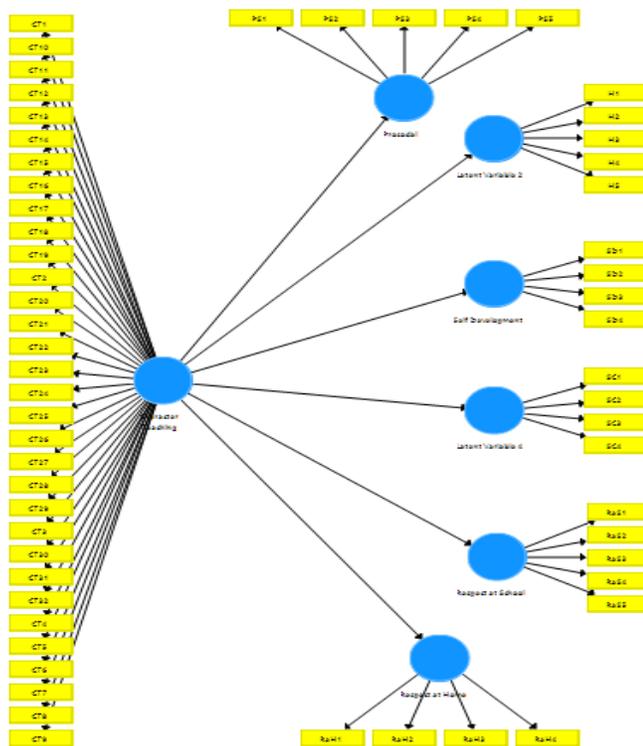
Partial least square (PLS) structural equation modeling (SEM) data analysis using SmartPLS was used. This software was used due to its ability to predict construct effects for small samples and because it is easy to use. The validity and reliability of the model were measured, and the structural model was examined using collinearity, coefficient of determination, effect size, predictive relevance, variant inflation factors and path coefficient.

#### *Research Design*

used. This software was used due to its ability to predict construct effects for small samples and because it is easy to use. The validity and reliability of the model was measured, and the structural model was assessed by collinearity, coefficient of determination, effect size, predictive relevance, variant inflation factors and path coefficient.

### Findings/Results

The present study aims to determine the effect of character teaching on honesty, prosociality, respect at home, respect at school, self-control and self-development using a model and structural measurement. Model measurements are performed by calculating the validity and reliability of the instrument. The indicator was assessed with three measurements: 1) indicator loading and internal consistency reliability, 2) convergent validity, and 3) discriminant validity (Hair et al., 2019).



*Figure 1. Hypothetical Model*

*Measurement models*

The measurement model was assessed with three measures: 1) indicator loading and internal consistency, 2) convergent validity and 3) discriminant validity. The indicator loading value was used to inspect indicator validity. If the indicator loading value is more than 0.7, the indicator is ideal for assessing the construct. Indicators with scores less than 0.7 are excluded from the model because they do not match the minimum criteria (Hair et al., 2019). Table 1 shows the details of the loading indicators of all constructs. Cronbach's alpha ( $\alpha$ ) and composite reliability (CR) were reported for instrument internal consistency reliability. This study implemented the threshold set; Cronbach's alpha ( $\alpha$ ) should be  $> .600$  (Ghozali, 2014), and CR should be  $> .708$ . Constructs that obtain composite reliability values  $\geq .7$  have high reliability. SmartPLS output showed that prosociality received a value of 0.83, honesty received a score of 0.88, respect at home received a value of 0.88, respect at school received a value of 0.91, self-development received a value of 0.86, self-control received a value of 0.82 and character teaching received a value of 0.91. These numbers show that the instrument is reliable.

Convergent validity is a degree of conformity between the measurement attributes of the measuring instrument and its theoretical concepts. Discriminant validity testing of this study is based on the value of AVE (average of variance extracted). Convergent validity is intended to

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determine the relationship between indicator measures in the same construct. Convergent validity is met if the AVE value is  $\geq .500$  (Henseler et al., 2009).

Table 1. Reflective Indicator Loadings and Internal Consistency

Construct	Item	Loadings	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	Consideration
Character teaching	CT24	0.717	0.857	0.862	0.898	0.638	Valid and reliable
	CT28	0.800					
	CT30	0.842					
	CT31	0.810					
	CT32	0.819					
Honesty	H1	0.717	0.823	0.830	0.876	0.586	Valid and reliable
	H2	0.800					
	H3	0.800					
	H4	0.713					
	H5	0.792					
PS	PS1	0.774	0.688	0.698	0.828	0.616	Valid and reliable
	PS2	0.841					
	PS4	0.736					
Respect at home	RaH1	0.793	0.813	0.812	0.877	0.640	Valid and reliable
	RaH2	0.838					
	RaH3	0.812					
	RaH4	0.755					
Respect at school/ university	RaS1	0.742	0.873	0.880	0.908	0.665	Valid and reliable
	RaS2	0.886					
	RaS3	0.864					
	RaS4	0.767					
	RaS5	0.808					
SC	SC1	0.727	0.666	0.671	0.817	0.599	Valid and reliable
	SC2	0.810					
	SC3	0.783					
SD	SD1	0.739	0.789	0.795	0.863	0.612	Valid and reliable
	SD2	0.790					
	SD3	0.813					
	SD4	0.785					

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	CT24	
	CT28	
▲	CT30	
	CT31	
	CT32	
	H1	I apologize when I have done something wrong
	H2	I tell the truth when I have done something wrong
▲	H3	I tell others the truth
	H4	I keep promises I make to others
	H5	I admit my mistakes
	PS1	I play nicely with others
▲	PS2	I do things that are good for the group
	PS4	I am nice to friends who are different from me
	RaH1	I speak politely to my parents
	RaH2	I obey my parents
▲	RaH3	I listen (without interrupting) to my parents
	RaH4	I follow the rules at home
	RaS1	I speak politely to my teacher and other adults at university
	RaS2	I obey my teacher/lecturer and other adults at university
▲	RaS3	I follow the directions of my lecturer and other friend
	RaS4	I listen (without interrupting) to my teacher and other friends at university
	RaS5	I follow university rules
	SC1	I wait my turn in line patiently
▲	SC2	I keep my temper when I have an argument with other friends
	SC3	I follow the rules even when they tease me or call me bad names
	SD1	I make myself a better person
▲	SD2	I keep trying at something until I succeed
	SD3	I set goals for myself (make plan for the future)
	SD4	I try to be my best

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Discriminant validity is indicated by a discrepancy between attributes that should not be measured by a measuring instrument with a theoretical concept of the variable. The discriminant validity of reflective indicator measurements is calculated based on the cross-loading value of the variable manifested against each latent variable. If the correlation between latent variables with each indicator is more significant than the correlation with other variables, then the latent variable can predict the indicator better than other latent variables. Table 3 shows the details of the Fornell-Larcker criterion.



Figure 2. Final Model

Structural model assessments

Structural model measurements using 1) collinearity, 2) coefficient of determination ( $r^2$ ), 3) effect size ( $f^2$ ), 4) predictive relevance ( $q^2$ ) using blindfolding procedure, and 5) path coefficient. *First*, a collinearity test was used to test whether this model is worth using. An instrument is eligible to proceed to the following process if the VIF value is less than 3 for the inner model and smaller than 10 for the outer model (Sarstedt et al., 2016). Character education is a predictor of prosociality, honesty, self-development, self-control, respect at school/college and respect at home. Character teaching is a predictor of prosociality (VIF = 1.000), honesty (VIF = 1.000), self-development (VIF = 1.000), self-control, (VIF = 1.000), respect at school/college (VIF = 1.000), and respect at home (VIF = 1.000). Table 7 shows the VIF value.

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Table 7. Variance Inflation Factor (VIF) Value

Character Teaching	1.000	1.000	1.000	1.000	1.000	1.000
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Second is the coefficient of determination ( $r^2$ ). The goodness of fit (GoF) testing is seen from the  $r^2$  value. The coefficient of determination is a variant of proportions on endogenous variables that exogenous variables can predict. Values range from 0 to 1; 0.75 is substantial, 0.50 moderate and 0.25 weak (Chin, 1998). The construct  $r^2$  values are honesty 0.170 (weak), prosociality 0.189 (weak), self-development 0.164 (weak), self-control 0.143 (weak), respect at school 0.130 (weak), and respect at home 0.114 (weak). The values obtained by each construct can be seen in detail in Table 8.

Table 8. Coefficient of Determination ( $R^2$ )

	R Square	R Square Adjusted
Honesty	0.171	0.170
Prosociality	0.190	0.189
Respect at Home	0.115	0.114
Respect at School	0.130	0.130
Self-Control	0.144	0.143
Self-Development	0.165	0.164

Third, effect size ( $f^2$ ) measurement is performed by looking at changes in coefficient of determination ( $r^2$ ) values. This change in value is used to see the effect of exogenous latent variables on endogenous variables and whether they have a substantive influence (Ghozali, 2014).

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The same  $f^2$  achievement recommended by (Cohen, 1988), which is 0.02, has little effect; 0.15 has a moderate influence, and 0.35 means it has a significant influence on the structural level (Chin, 1998).

Table 8. Effect Size ( $F^2$ )

	H	P	RaH	RaS	SC	SD
Character Teaching	0.206	0.235	0.130	0.150	0.168	0.197

Fourth is predictive relevance. The Stone-Geisser ( $Q_2$ ) test is a statistical test to measure how well the model and the resulting parameters produce the observation value (predictive relevance). If the  $Q_2$  value is greater than 0, then the model has predictive relevance, while if it is less than 0, it means that the model has no predictive relevance (Ghozali, 2014). If  $Q_2$  is greater than 0, exogenous constructs are predictively relevant to endogenous constructs. The relevant predictive value criteria are 0.02 (small predictive), 0.15 (medium) and 0.35 (large). Table 9 shows the predictive relevance value.

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Table 9. Predictive Relevance

	SSO	SSE	$Q^2 (=1 - SSE/SSO)$
Character Teaching	6420.000	6420.000	
Honesty	6420.000	5787.621	0.099
Prosociality	3852.000	3407.601	0.115
Respect at Home	5136.000	4769.135	0.071
Respect at School	6420.000	5875.925	0.085
Self-Control	3852.000	3529.389	0.084
Self-Development	5136.000	4625.840	0.099

*Fifth* is the path coefficient. The calculation of the path coefficient between endogenous and exogenous constructs was performed with 5000 bootstraps applying a 5% (one tailed) significance level (Figure 2). Character education is a significant predictor of prosociality ( $\beta=0.426$ ;  $t=15,386$ ,  $p=0.000$ ), honesty ( $\beta=0.407$ ;  $t=14,624$ ,  $p=0.000$ ), self-development ( $\beta=0.401$ ;  $t=14,970$ ,  $p=0.000$ ), self-control ( $\beta=0.356$ ;  $t=12,624$ ,  $p=0.000$ ), respect at school ( $\beta=0.360$ ;  $t=12,362$ ,  $p=0.000$ ), and respect at home ( $\beta=0.338$ ;  $t=11,200$ ,  $p=0.000$ ). Table 6 shows the path coefficient.

Table 6. Path Coefficient

	$\beta$	Sample Mean	Standard Deviation	T Statistics (O/STDEV)	P Values
Character Teaching -> Honesty	0.413	0.415	0.028	14.875	0.000
Character Teaching -> Prosociality	0.436	0.438	0.027	15.991	0.000
Character Teaching -> Respect at Home	0.339	0.341	0.030	11.363	0.000
Character Teaching -> Respect at School	0.361	0.362	0.029	12.487	0.000
Character Teaching -> Self-Control	0.379	0.381	0.028	13.689	0.000
Character Teaching -> Self-Development	0.406	0.407	0.027	14.964	0.000

### Discussion

The 1<sup>st</sup> hypothesis (character teaching has a significant positive effect on prosocial college students) was accepted. The output of SmartPLS provided a  $\beta$  of 0.436, a t-statistic of 15,991 (greater than 1.96), and a p value of .000 (below .05). This means that the effect is significant. The  $R^2$  value was 0.190, and the R-square adjusted was 0.189, indicating that character education had

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a weak effect on the prosocial construct. The result of the blindfolding calculation is 0.115, which indicates the presence of a medium predictive relevance and shows that exogenous constructs are a relevant predictor of endogenous constructs.

Character teaching by lecturers provides a model of being disciplined by entering the classroom on time (CT24), monitoring student assignments to foster honest character (CT28), using discipline (CT30), exhibiting neatness and cleanliness (CT31), grading and assigning work in a lively and timely manner (CT32), all of which affect students' prosociality. Prosocial behavior is a behavior that benefits others; it has positive social consequences and connects to the psychological well-being of others. Prosocial indicators are play nicely with others (PS1), do things that are good for the group (PS2), and I treat my friends the way I like to be treated (PS4). Prosociality is an act of helping others without providing a direct benefit to the person who performs the act, and it can even harm the person who helps (Baron & Byrne, 2004). Prosocial behavioral aspects are sharing, helping, donating, cooperating, and honesty (Eisenberg & Mussen, 1989).

These indicators also affect tolerance ability as one of the prosocial elements. These findings are consistent with character education affecting student tolerance (Fahmi et al., 2021). When lecturers give assignments and assess each group of students carefully, it leads to attitudes of honesty and cooperating with others well in students, especially in one group. It also gives rise to a positive attitude in students despite being in a group with friends who are different from them. This finding is also consistent with a previous study showing that the older a person gets, the more prosocial the person is (Mayr & Freund, 2020).

Although the effect is weak, this study proves the influence of character education on prosociality, in accordance with Arthur's study, which indicates that the model and mentorship of teachers affect

students' prosociality (Arthur, 2011). When the teacher gives an example of discipline and corrects student tasks on time and objectively, it will have an influence on the student's prosociality. Normative moral and personal character does affect prosocial students (Lin & Shek, 2022).

The 2<sup>nd</sup> hypothesis, character teaching has a significant and positive effect on honesty, was accepted based on the results of the analysis of hypothesis data received because it obtained value  $\beta$ ; 0,413, t-statistic 14.875 and P Values .000 (below .05), which means the effect is significant. The value of  $R^2$  is 0.171, and the R-square adjusted value is 0.170. This output shows that character education influences honesty even though it is weak. The result of blindfolding calculations is 0.096, indicating weak predictive relevance and that exogenous constructs can be used as relevant predictors of endogenous constructs. Lecturers need to carry out their duties well to educate, train, teach and evaluate their students (Irawati & Idrus, 2019). Lecturers who grade the majority of tasks and provide assessments objectively influence honesty, an important trait for the younger generation (James, 1933). Honesty is one of the core characteristics that needs attention (Pala, 2011). Until now, there have been no studies that can confirm with certainty that the teaching of character does not affect the honesty of students. Character teaching has a positive impact on a person's attitude and behavior, including honesty, respect, self-control and self-development. Character teaching can help a person understand important moral and ethical values such as honesty and prosociality. On the other hand, character teaching is also not always effective in influencing a person because many other variables contribute, such as social environment and cultural influences and personality.

Regarding the 3<sup>rd</sup> hypothesis, the hypothesis that character teaching has a significant and positive effect on self-development was accepted. SmartPLS output provided  $\beta$ ; 0,406, t-statistic; 14,964, and p values .000 (below .05), which means that the effect is significant. The hypothesis

was accepted because the t-statistic was greater than 1.96. The  $R^2$  value was 0.165, and the R-square adjusted was 0.164, showing that character education has a weak influence on self-development. The blindfolding calculation was 0.099, indicating predictive relevance at the weak level and showing that exogenous constructs are a relevant predictor of endogenous constructs. Although the effect is weak, in this study, we find support for the effect of character education on self-development. By controlling the seriousness and thoroughness of student tasks, lecturers motivate students to develop themselves automatically (Lumbantobing, 2020), and this motivation also affects students' academic achievement (Kusumajati et al., 2017). Therefore, this character education has an influence on SECD.

The 4<sup>th</sup> hypothesis regarding the effect of character teaching on self-control was accepted, as it obtains a statistical result;  $\beta$ ; 0,406, t-statistic; 14,904, and p values .000 (below .05), which means the effect is positive and significant. The value of  $R^2$  is 0.166, and the R-square adjusted value is 0.165. This result shows that character education has a weak effect on self-control. The blindfolding calculation was 0.084, which indicates the presence of predictive relevance at the weak level and shows that exogenous constructs are a relevant predictor of endogenous constructs. These findings are consistent with previous research revealing the influence of morals on students' self-control (Hidayah, 2021). Values and morals are the main elements of character, and if this element has been fused in a person, then there will be strong self-control based on values and morals, especially when college students receive lecturers' attention for their assignments, discipline, seriousness and their grade in a timely manner.

The 5<sup>th</sup> hypothesis that character teaching has a significant and positive effect on respect at school/college was accepted. SmartPLS output provided  $\beta$ ; 0,361, t-statistic; 12.487, and p values .000 (was below .05). The t-statistic was greater than 1.96. This means that the effect is significant.

The  $R^2$  was 0.130, and the adjusted R-square was 0.130. This shows that character education had a weak effect on respect at school. The result of blindfolding calculations was 0.085. This finding indicates that exogenous constructs are a relevant predictor of endogenous constructs, although with weak predictive relevance. However, the discipline of lecturers/teachers is also not fully able to increase students' responsibilities because lecturers/teachers impose discipline rather than use productive and creative solutions to increase student responsibility (Lewis, 2001). These findings support previous research indicating that student trust will grow and students will be more motivated (Hernández-López et al., 2016).

Entering the classroom on time (CT24), control and monitoring of the seriousness of student learning (CT28), student discipline (CT30), neatness and cleanliness of students (CT31), and grading and assigning work in a lively and timely manner (CT32) are part of teachers' professional and pedagogical competence. This competence affects the character of students who are characterized by speaking politely to lecturers (RaS1), obeying lecturers (RaS2), following the directions of teachers/lecturers (RaS3), and listening to lecturers without disturbing them (RaS4). Lecturers who grade student assignments on time and objectively will affect student confidence (Pachler et al., 2019). This belief can increase respect at school/college, and students' perception of lecturers' ability also increases students' competence (Hernández-López et al., 2016).

In addition, the performance of lecturers who carry out their duties well also increases student learning motivation so that this construct is positively related to the construct of respect at school (Anra & Yamin, 2017).

Regarding the 6<sup>th</sup> hypothesis of the present study, the smartPLS output provided a  $\beta$  of 0,339, a t-statistic of 11,363, and p values of .000 (below .05). The hypothesis was accepted because the t-statistic was greater than 1.96. The  $R^2$  was .115, and the R-square adjusted was .114. This

indicated that character teaching had a weak effect on respect at home. Nevertheless, this study reveals the effect of character teaching on respect at home. The result of the blindfolding calculation is 0.071, which indicates the presence of predictive relevance, although weak, and indicates that exogenous constructs are a relevant predictor of endogenous constructs. In the COVID-19 era, students learn from their homes. Therefore, they interact more with family at home. Parents can learn about lecturers' tasks, control and monitoring at home so that positive interactions are built. Students speak politely at home, obeying parents, listening to advice, and inevitably following the rules at home; understanding and support of parents while students study at home will affect their character and motivation. Parents have an important role in developing character (Mansir, 2021) and they can give direction and guidance directly at home. Character strength is the basic foundation of lifelong character attached to a person (Park & Peterson, 2009); good character toward parents and siblings at home, parental support, and the role of lecturers who teach in college play an important role in the development of student character.

In addition, the findings of this study are consistent with those of a previous study showing that pedagogical competence is the most influential competence on student character (Rahmah & Fadhli, 2021), and lecturers' ability to create assignments, correct assignments, and pay attention to the character and discipline of students are factors contributing to student character. In general, the results of this study are consistent with the study (Azhari, 2017), which revealed that a lecturer is tasked with educating, teaching, training, guiding, and evaluating. Lecturers should grade the assignments given to students carefully, and supervise their learning, seriousness, neatness, activeness, and the timeliness of students in collecting assignments.

Regarding the influence of character teaching on prosociality, honesty, self-development, self-control, respect at school, and respect at home, although it has a weak effect, character supervision

positively affects all constructs. Universities should maximize student boarding schools to intensify character education further because *pesantren* are a place of total character internalization (Baharun & Maryam, 2018) so that in the future, students become superior human resources because they have good character (Tyas et al., 2020). The study also shows that socioemotional character development (SECD) is essential at the student level (Elias, 2009). SECD can also be used at the college student level, not just for elementary (Wang et al., 2015) and middle school (Coelho et al., 2015) students.

### **Conclusion**

Based on the discussion in the previous chapter, this study shows the following: 1) character teaching has a significant and positive effect on college student prosociality, 2) character teaching has a significant and positive effect on college student honesty, 3) character teaching has a significant and positive effect on college student self-development, 4) character teaching has a significant and positive effect on college student self-control, 5) character teaching has a significant and positive effect on college student respect at school/college, and 6) character teaching has a significant and positive effect on college student respect at home. Although the influence is weak, the results of this study prove that character education has a positive influence on prosociality, honesty, self-development, self-control and respect at home.

### **Recommendations**

Based on these findings, future research may focus on national character teaching and other good character development. Future studies can also contribute to other variables that influence socioemotional character development. Researchers can also conduct studies with this character

teaching dimension and indicators of the socioemotional development of students on a larger sample. This research is also expected to be used as a material suggestion for other researchers to conduct similar research with other constructs and methods. The important issues related to character that can continue to be studied are related to the purpose of character education, the psychological component of character, the content of character education, the approach and how the campus prepares character educators (Lickona, 1999).

### Limitations

This study has some limitations; the socio-emotional character development of the participants was unknown before the study, so it could be that the existing character was formed via previous character education. Therefore, a more in-depth study that includes students' previous character teaching is needed. This study also has limitations in that only the character teaching variable was used as a predictor. Many factors affect students' socioemotional character development, such as parental role, society, and psychology.

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\_\_\_\_\_  
Author's name & signature Date



**Dr. Saifuddin Herlambang, MA**

\_\_\_\_\_  
Author's name & signature Date



**Dr. Mawardi, M.Pd**

\_\_\_\_\_  
Author's name & signature Date

\_\_\_\_\_  
Author's name & signature Date

\_\_\_\_\_  
Author's name & signature Date



**Dr. Imron Muttaqin, S.Pd.I, M.Pd.I**

\_\_\_\_\_  
Author's name & signature Date



**Dr. Wahab, M.Ag**

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**Rianawati**   
Pontianak State Institute for Islamic Studies, INDONESIA

**Imron Muttaqin**   
Pontianak State Institute for Islamic Studies, INDONESIA

**Saifuddin Herlambang**   
Pontianak State Institute for Islamic Studies, INDONESIA

**Wahab**   
Pontianak State Institute for Islamic Studies, INDONESIA

**Mawardi**   
University of Muhammadiyah Pontianak, INDONESIA

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**Abstract:** This study aimed to investigate the effect of character teaching on college student socioemotional character development. The study was conducted at IAIN Pontianak, Universitas Tanjungpura and Universitas Muhammadiyah Pontianak. The sample was 1284 students, 388 male and 896 female. Partial least square-structural equation modeling (PLS-SEM) data analysis using SmartPLS was used. The findings reveal that character teaching has a significant and positive effect on college student honesty, prosociality, respect at home, respect at school, self-control, and self-development. This study suggests that colleges/universities ensure that lecturers supervise student assignments, seriousness and discipline, check students' attendance strictly, give course assessment samples, and grade their assignments on schedule. At the end of the conclusion, implications and suggestions are given.

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**Introduction**

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## The Effect of Character Teaching on College Student Social-Emotional Character Development: A Case in Indonesia

Rianawati\* 

Pontianak State Institute for Islamic Studies, INDONESIA

Imron Muttaqin 

Pontianak State Institute for Islamic Studies, INDONESIA

Saifuddin Herlambang 

Pontianak State Institute for Islamic Studies, INDONESIA

Wahab 

Pontianak State Institute for Islamic Studies, INDONESIA

Mawardi 

University of Muhammadiyah Pontianak, INDONESIA

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### Introduction

Indonesia has a national policy master plan stating that the ethical values in the nation's life and state have shifted, and awareness of the nation's cultural values has faded on Parent Book Character Development the National Policy 2010-2025 (Nasional, 2010). Character education is an effort to encourage people to grow and develop well. Therefore, investigating character teaching is important for several reasons. First, previous studies suggest improving character-based education (Berkowitz, 2011). Second, character education is important for integration with humanists, intelligence, skills, independence, discipline, and nobility and needs to be integrated into the higher education curriculum (Tanis, 2013). Third, character education is essential for a person; good or bad behavior is also determined by the character.

This study uses college students as participants for several reasons. First, previous studies indicate that character is a more important criterion for student entrance selection, although less important for academic success (Kern & Bowling III, 2015). Second, other studies also indicate that character education contributes to the professional identity of students (Guo et al., 2018). Third, the educational role is not only a transfer of knowledge but also a place to develop attitudes, behavior, leadership, and student character (Rokhman et al., 2014). College is an educational institution that plays an important role in developing students' potential, resources, and character (Alazmi & Alazmi, 2020); the role is undoubted with the support of stakeholders, parents, and administrative sections who also play a vital role in character education (Singh, 2019).

Regarding students' perception of character teaching, there is a significant positive relationship between students' perception of the school's sense of belonging and the strengthening of character (Lee & Huang, 2021); in essence, character can be supported and developed. Another previous study also showed that students believe that teachers can change their character (Arthur, 2011). This means that the teacher has a role in changing students' character. A study of 920 students in secondary schools in Hong Kong also showed that character education affects students' social

\* **Corresponding author:**

Rianawati, Pontianak State Institute for Islamic Studies, Indonesia. ✉ [rianawatipsa@gmail.com](mailto:rianawatipsa@gmail.com)

competence (Cheung & Lee, 2010). Studies in the Philippines have also shown that the strength of characters such as gratitude, fairness, hope, and love of learning influences positive emotions and academic self-efficacy (Datu & Mateo, 2020). There are also studies that suggest that student performance improves if they receive character education during study (Isdaryanti et al., 2020). A character is an attribute that contributes to an individual's identity. Character education is a conscious and deliberate attempt to cultivate virtue in oneself effort involves all related parties, such as parents, schools, the environment, and society.

Previous studies revealed that character education positively impacts students' character values in the form of religious importance, personality, and social and competitive attitudes (Zurqoni et al., 2018). (Zurqoni et al., 2018) Therefore, education needs to facilitate character building, design good character development programs, provide models, interventions, consistent habituation, and character strengthening.

Internalization is imagination deepening and mastery achieved through coaching, guidance, and so on (Setiawan, 2012). Thoha (1996) states that internalization is a technique in value education whose goal is to own values that are fused with personality (Thoha, 1996). In learning, teacher knowledge about character education must be integrated with the curriculum to support character education (Citra, 2012). Therefore, it is necessary to continue to remind teachers and lecturers to internalize values in the learning process. Integration of character teaching in lectures can be realized by thoroughly including character values in the syllabus and learning implementation plan, teaching materials and media, classroom implementation, assessment, monitoring, and evaluation of activities (Winarni, 2013). Some of the important characters that need to be developed are gratitude, hope, justice, and love of learning (Datu & Mateo, 2020).

Religious education and learning affect the ethics of student behavior (Halim Tamuri et al., 2013), so it is interesting to study whether there is an influence of character teaching in college with socioemotional student character. Internalization can be implemented through character mingling, character examples, character models, value integration in learning (Hidayati et al., 2020), and modeling and control/supervision (Ulwan & Semait, 1988). The character model is important in shaping the student's character; they obtain the model directly from their teacher/lecturer. The model is important in character education (Prasetyo et al., 2019), and the character model is one of the character education methods (Munawwaroh, 2019). Other studies also reveal that the teacher model boosts character education (Wardhani & Wahono, 2017).

Specifically, character teaching in this study is seen as a process of internalizing values and character through education. Therefore, this study uses the theory of internalization of values/characters consisting of character transformation, character transactions, and transinternalization (Muhaimin, 2008). Character teaching is hypothesized to influence socioemotional development because it is useful for students. Previous research has revealed the influence of socioemotional well-being and student achievement (Berger et al., 2011). Social-emotional development is the ability to manage and express emotions completely, both positive and negative, while interacting with others around them and actively learning by exploring their environment (Gartner et al., 2005). The good character that needs to be developed is honesty, which is based on being trusted in words, actions, and work (Gunawan & Sari, 2019).

Among the universities that clearly have character education programs are IAIN Pontianak, Tanjungpura University and Muhammadiyah University of Pontianak. Character teaching in IAIN Pontianak is done through *Ma'had Al-Jami'ah* (Islamic boarding school). *Ma'had's* flagship programs are *qiroatul kutub* (reading Islamic books), *tahfidz* (recitation), *muhadharah* (public speaking), and *sholawatan* (prayer song). Character education is a priority for *Ma'had Al-jami'ah*, where the vision is to be the center of guidance for *mahasantri* (Islamic boarding school students) in the fields of morality, worship, language, literature studies and *tahfidz*. The purpose of *Ma'had* is to implement *mahasantri* in worship and develop good manners in conjunction (Adminwpmahad, 2021). Meanwhile, Tanjungpura Pontianak University has a program called "*pendikar*" (character education), which is a Pancasila-based character education program (Pendidikan Pancasila Untan, 2022). The "*pendikar*" program is a character education program that can be interpreted as universal character development that can be extracted from the character values in Pancasila. The 5 main values are religious, nationalist, mutual cooperation, integrity and independence.

Universitas Muhammadiyah Pontianak implements character internalization through the al-Islam Kemuhadiyah (AIK) program. The program is added into the curriculum and taught for 4 semesters. The three campuses have similarities in character education, namely, the habit of reading the Quran, understanding the contents of the Quran, moral guidance, faith and jurisprudence. Lecturers teach character with constant guidance, example and habituation.

The current study was approved by the ethical committee of The Teacher Training and Education Faculty (Fakultas Tarbiyah dan Ilmu Keguruan), Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak) protocol number 349/KOMET/FTIK/2022. This study was also approved by the Institute for Research and Community Service (Lembaga Penelitian dan Pengabdian Kepada Masyarakat) Pontianak State Institute for Islamic Studies (Institut Agama Islam Negeri Pontianak), West Kalimantan Indonesia (protocol number: B-147/In.15/LP2M/HM.01/03/2022).

Regarding the research question, we proposed the following hypotheses:

Hypothesis 1. Character teaching has a significant and positive effect on college student prosociality.

Hypothesis 2. Character teaching has a significant and positive effect on college student honesty.

Hypothesis 3. Character teaching has a significant and positive effect on student self-development.

Hypothesis 4. Character teaching has a significant and positive effect on college student self-control.

Hypothesis 5. Character teaching has a significant and positive effect on college student respect at school/college.

Hypothesis 6. Character teaching has a significant and positive effect on college student respect at home.

## Methodology

### *Research Design*

This study used a survey design and the data were collected using questionnaires distributed online. A survey was chosen because this study had the following purposes: 1) to collect data on student opinions about character instruction and socio-emotional development, 2) to generalize through a representative sample, 3) to determine the influence of variables on other variables in a natural setting, 4) to test predetermined hypotheses, and 5) to eliminate doubt about the influence of the variables used.

We started by asking for permission from the management board of *Mahad aljamiah*, the management board of the Character Education (Pendidikar) of Tanjungpura University and Rector of the Muhammadiyah University to conduct research on campus. We had discussions with the three universities related to this study. After we got permission, we had discussion with the lecturers/instructors to inform how character instruction was used. We provided instructions on teaching character using several dimensions; character transformation, character transaction, character trans-internalization, character habituation, character model and character control. Character transformation dimension was implemented using the following steps; providing instructions on character instruction using character transformation, character transaction, character trans-internalization, character habituation, character model, and character control. Character transformation dimension was implemented using the following steps: 1) motivating students to continue to learn, 2) motivating students to use their time as efficiently as possible to attend lectures, organizations, courses, skill development, and trainings, 3) collecting assignments on time, 4) motivating them to continue to pursue achievements, and 5) giving messages to build good character.

Character Transaction was done through the following steps: 1) correcting student mistakes, 2) providing opportunities to correct mistakes made by students, 3) providing learning contracts, 4) giving reprimands to the guilty, and 5) reminding students of their tasks. Furthermore, the character of trans-internalization was implemented through the following steps: 1) delivering the material politely, 2) accompanying passive students, 3) connecting the material course with the real-life context, 4) teaching in a friendly and communicative way, and 5) delivering the material passionately. With regard to teaching character habituation, the lecturers who teach the subject were given directions for implementation to; 1) set examples by saying Greetings, 2) pray at the beginning and end of the lesson, 3) get used to speaking politely, 4) create cooperative learning models, 5) create discovery learning models.

The next character instruction was done through the character model; this teaching and learning were implemented by; 1) setting examples of dressing neatly and clean, 2) setting examples of good way of walking, 3) setting examples of timely task processing, 4) setting examples of simple appearance and 6) setting examples of careful examination of tasks. Furthermore, character control was implemented by; 1) supervising the seriousness of students' learning activities, 2) checking notebooks, 3) supervising students' discipline, 4) paying attention to student neatness and cleanliness, and 5) checking assignments and giving grades on time.

We also provided: 1) instructions for students to follow the material about character instruction. 2) reciting the Qur'an and praying on time, 3) habituation to prayer in congregation, 4) studying the Qur'an thoroughly. Students were also required to take notes during character instruction, join prayers in congregation, recite the Qur'an, and learn together. We also involved the teachers in carrying out and controlling student activities. We used our material on character building as well as the materials from each campus, but we used our the teaching methods.

### *Sample and Data Collection*

The population of this study consisted of students of the State Institute of Islamic Studies (IAIN) Pontianak, Tanjungpura University, and Muhammadiyah University of Pontianak. The study was conducted with a simple random sampling technique. The sample of this study was 1,284 college students, 388 male and 896 female. All participating students were given a link to the survey through Google Forms with permission from their colleges. A Likert scale was used with the following five options: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

The college student sample came from 16 departments: Islamic Education (408), Islamic Business (97), Islamic Family Law (86), Mathematics Education (17), Arabic Language (29), PGMI [Elementary School teacher Education] (39), PIAUD [Early Childhood Education] (29), Islamic Banking (89), PPG [Teacher Profession Education] (76), Islamic Psychology (25), Statistics (11), Islamic Counseling (109), Islamic Accounting (65), Islamic Economics (137) and Public

Administration (33). **The present study was** carried out over seven months from June 2021 to December 2021 in West Kalimantan Province. **The population** of this study was students of the State Institute of Islamic Studies [IAIN] Pontianak, Tanjungpura University, and the Muhammadiyah University of Pontianak.

A character instructional instrument adapted from Muhaimin's theory consisting of character transformation, character transactions, and character trans-internalization (Muhaimin, 2008) was used. All character indicators were placed in one construct because they were a set of the character teaching process. Nonetheless, all indicators were created with different codes to distinguish their constructs. There were 5 character transformation indicators (CT1 to CT5), 6 character transaction indicators (CT6 to CT11), and 5 character trans-internalization indicators (CT12 to CT16). Furthermore, this study used Nasih Ulwan's (2004) basic character habituation, character model, and character supervision. There were 5 indicators of character habituation (CT17 to CT21), 6 indicators of character model (CT22 to CT27), and 5 indicators of character supervision (CT28 to CT32) that we created. The socio-emotional character development instrument from Peter Ji, David L. DuBois, and Brian R. Flay (Ji et al., 2021) was used. This instrument consists of prosocial indicators, honesty, respect at school, respect at home, self-development, and self-control. Prosocial dimensions have 5 indicators (PS1-PS5), honesty has 5 indicators (H1-H5), respect at school has 5 indicators (RaS1-RaS5), respect at home has 4 indicators, self-development has 4 indicators, and self-control has 4 indicators.

#### *Data Analysis*

Partial least square (PLS) structural equation modeling (SEM) data analysis using SmartPLS was used. This software was used due to its ability to predict construct effects for small samples and because it is easy to use. The validity and reliability of the model were measured, and the structural model was examined using collinearity, coefficient of determination, effect size, predictive relevance, variant inflation factors and path coefficient.

#### *Analysis of Data*

Partial least square (PLS) structural equation modeling (SEM) data analysis using SmartPLS was used. This software was used due to its ability to predict construct effects for small samples and because it is easy to use. The validity and reliability of the model was measured, and the structural model was assessed by collinearity, coefficient of determination, effect size, predictive relevance, variant inflation factors and path coefficient.

### **Findings/Results**

The present study aims to determine the effect of character teaching on honesty, prosociality, respect at home, respect at school, self-control and self-development using a model and structural measurement. Model measurements are performed by calculating the validity and reliability of the instrument. The indicator was assessed with three measurements: 1) indicator loading and internal consistency reliability, 2) convergent validity, and 3) discriminant validity (Hair et al., 2019).

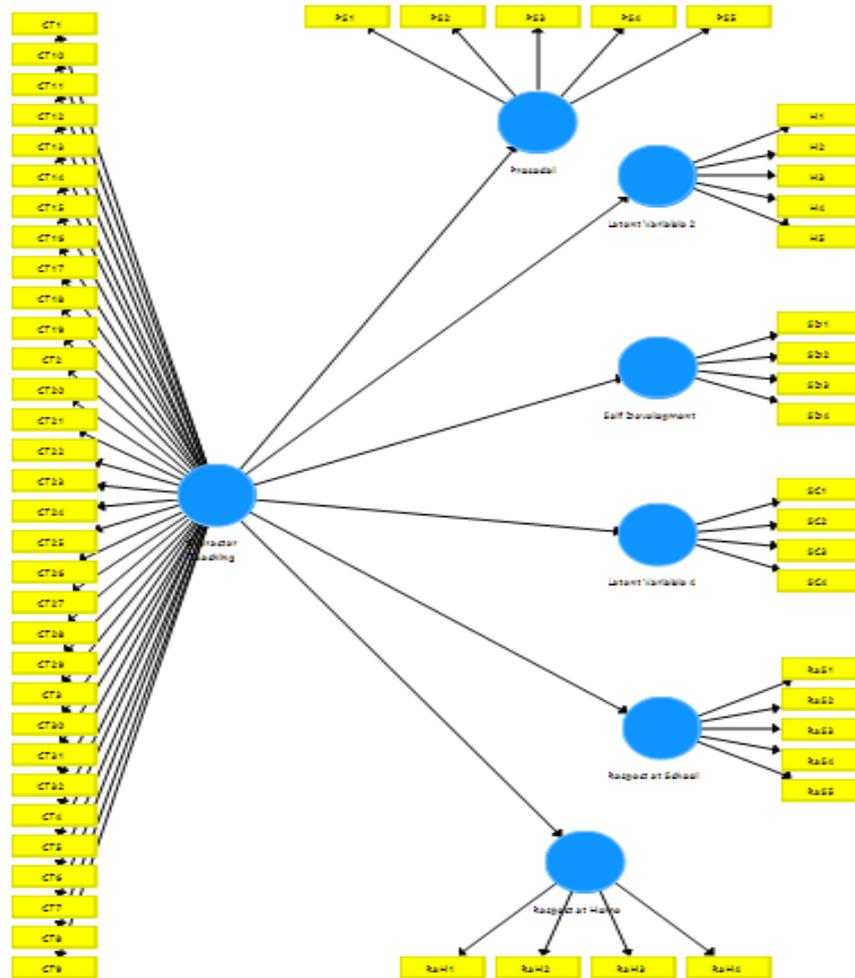


Figure 1. Hypothetical Model

Measurement models

The measurement model was assessed with three measures: 1) indicator loading and internal consistency, 2) convergent validity and 3) discriminant validity. The indicator loading value was used to inspect indicator validity. If the indicator loading value is more than 0.7, the indicator is ideal for assessing the construct. Indicators with scores less than 0.7 are excluded from the model because they do not match the minimum criteria (Hair et al., 2019). Table 1 shows the details of the loading indicators of all constructs. Cronbach’s alpha ( $\alpha$ ) and composite reliability (CR) were reported for instrument internal consistency reliability. This study implemented the threshold set; Cronbach’s alpha ( $\alpha$ ) should be  $> .600$  (Ghozali, 2014), and CR should be  $> .708$ . Constructs that obtain composite reliability values  $\geq .7$  have high reliability. SmartPLS output showed that prosociality received a value of 0.83, honesty received a score of 0.88, respect at home received a value of 0.88, respect at school received a value of 0.91, self-development received a value of 0.86, self-control received a value of 0.82 and character teaching received a value of 0.91. These numbers show that the instrument is reliable.

Convergent validity is a degree of conformity between the measurement attributes of the measuring instrument and its theoretical concepts. Discriminant validity testing of this study is based on the value of AVE (average of variance extracted). Convergent validity is intended to determine the relationship between indicator measures in the same construct. Convergent validity is met if the AVE value is  $\geq .500$  (Henseler et al., 2009).

Table 1. Reflective Indicator Loadings and Internal Consistency

Construct	Item	Loadings	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	Consideration
Character teaching	CT24	0.717	0.857	0.862	0.898	0.638	Valid and reliable
	CT28	0.800					
	CT30	0.842					
	CT31	0.810					
	CT32	0.819					
Honesty	H1	0.717	0.823	0.830	0.876	0.586	Valid and reliable

	H2	0.800					
	H3	0.800					
	H4	0.713					
	H5	0.792					
	PS1	0.774					
	PS2	0.841	0.688	0.698	0.828	0.616	Valid and reliable
	PS4	0.736					
Respect at home	RaH1	0.793					
	RaH2	0.838	0.813	0.812	0.877	0.640	Valid and reliable
	RaH3	0.812					
	RaH4	0.755					
Respect at school/ university	RaS1	0.742					
	RaS2	0.886					
	RaS3	0.864	0.873	0.880	0.908	0.665	Valid and reliable
	RaS4	0.767					
	RaS5	0.808					
	SC1	0.727					
	SC2	0.810	0.666	0.671	0.817	0.599	Valid and reliable
	SC3	0.783					
	SD1	0.739					
	SD2	0.790					
	SD3	0.813	0.789	0.795	0.863	0.612	Valid and reliable
	SD4	0.785					

Discriminant validity is indicated by a discrepancy between attributes that should not be measured by a measuring instrument with a theoretical concept of the variable. The discriminant validity of reflective indicator measurements is calculated based on the cross-loading value of the variable manifested against each latent variable. If the correlation between latent variables with each indicator is more significant than the correlation with other variables, then the latent variable can predict the indicator better than other latent variables. Table 3 shows the details of the Fornell-Larcker criterion.

Table 2. Fornell-Larcker Cross Loading

	CT	H	P	RaH	RaS	SC	SD
Character Teaching	0.799						
Honesty	0.413	0.765					
Prosociality	0.436	0.527	0.785				
Respect at Home	0.339	0.487	0.400	0.800			
Respect at School	0.361	0.495	0.471	0.627	0.815		
Self-Control	0.379	0.536	0.429	0.399	0.422	0.774	
Self-Development	0.406	0.488	0.444	0.456	0.533	0.414	0.782

Discriminant validity also appears when constructs are above 0.9. All construct values must be lower than 0.9. Henseler et al. (2009) suggest values not greater than .0 for testing the validity of the discriminant, which suggests that all indicators based on the Heterotrait-Monotrait (HTMT) ratio are valid. Discriminant validity also appears when the HTMT value of the indicator is higher than .900. Table 4 indicates that all construct HTMT values were lower than 0.900.

Table 3. Heterotrait-Monotrait (HTMT) Values

	CT	H	P	RaH	RaS	SC	SD
Character Teaching							
Honesty	0.487						
Prosociality	0.562	0.702					
Respect at Home	0.400	0.601	0.531				
Respect at School	0.412	0.589	0.602	0.748			
Self-Control	0.500	0.733	0.640	0.551	0.568		
Self-Development	0.487	0.610	0.605	0.570	0.646	0.582	

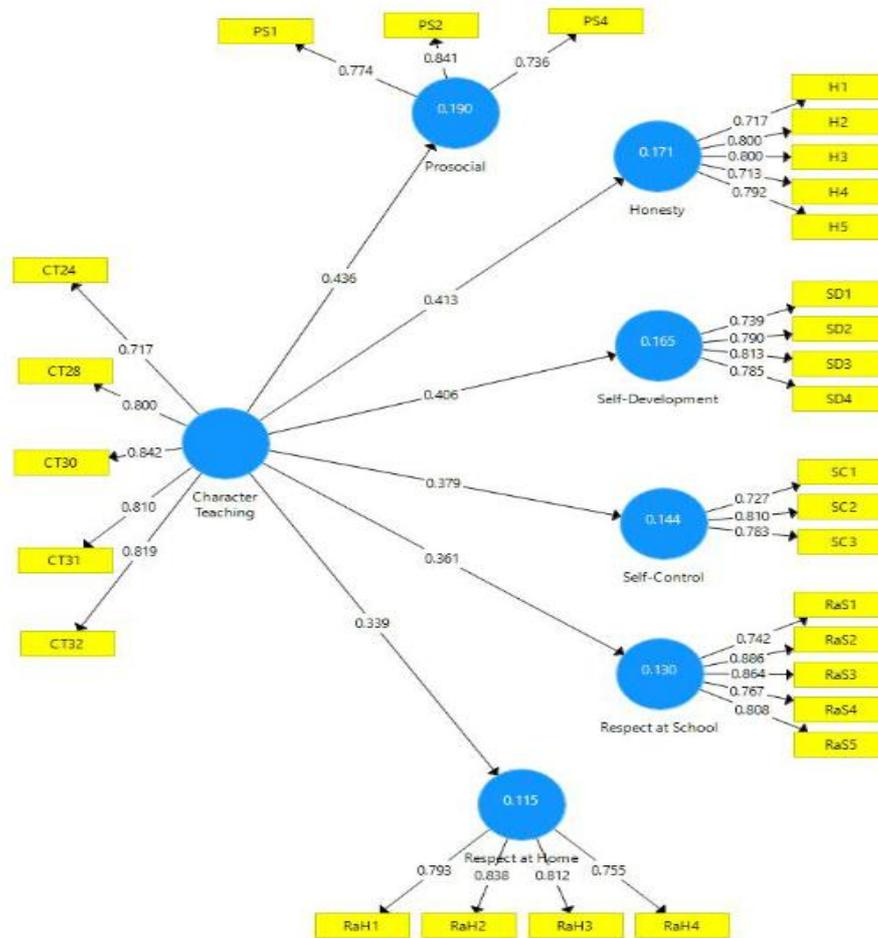


Figure 2. Final Model

Structural Model Assessments

Structural model measurements using 1) collinearity, 2) coefficient of determination ( $r^2$ ), 3) effect size ( $f^2$ ), 4) predictive relevance ( $q^2$ ) using blindfolding procedure, and 5) path coefficient. First, a collinearity test was used to test whether this model is worth using. An instrument is eligible to proceed to the following process if the VIF value is less than 3 for the inner model and smaller than 10 for the outer model (Sarstedt et al., 2016). Character education is a predictor of prosociality, honesty, self-development, self-control, respect at school/college and respect at home. Character teaching is a predictor of prosociality (VIF = 1.000), honesty (VIF = 1.000), self-development (VIF = 1.000), self-control, (VIF = 1.000), respect at school/college (VIF = 1.000), and respect at home (VIF = 1.000). Table 7 shows the VIF value.

Table 4. Varian Inflation Factor (VIF) Value

	H	P	RaH	RaS	SC	SD
Character Teaching	1.000	1.000	1.000	1.000	1.000	1.000

Second is the coefficient of determination ( $r^2$ ). The goodness of fit (GoF) testing is seen from the  $r^2$  value. The coefficient of determination is a variant of proportions on endogenous variables that exogenous variables can predict. Values range from 0 to 1; 0.75 is substantial, 0.50 moderate and 0.25 weak (Chin, 1998). The construct  $r^2$  values are honesty 0.170 (weak), prosociality 0.189 (weak), self-development 0.164 (weak), self-control 0.143 (weak), respect at school 0.130 (weak), and respect at home 0,114 (weak). The values obtained by each construct can be seen in detail in Table 8.

Table 5. Coefficient of Determination ( $R^2$ )

	R Square	R Square Adjusted
Honesty	0.171	0.170
Prosociality	0.190	0.189
Respect at Home	0.115	0.114
Respect at School	0.130	0.130
Self-Control	0.144	0.143
Self-Development	0.165	0.164

Third, effect size ( $f^2$ ) measurement is performed by looking at changes in coefficient of determination ( $r^2$ ) values. This change in value is used to see the effect of exogenous latent variables on endogenous variables and whether they have a substantive influence (Ghozali, 2014). The same  $f^2$  achievement recommended by (Cohen, 1988), which is 0.02, has little effect; 0.15 has a moderate influence, and 0.35 means it has a significant influence on the structural level (Chin, 1998).

**Table 6.** Effect Size ( $F^2$ )

	H	P	RaH	RaS	SC	SD
Character Teaching	0.206	0.235	0.130	0.150	0.168	0.197

Fourth is predictive relevance. The Stone-Geisser ( $Q_2$ ) test is a statistical test to measure how well the model and the resulting parameters produce the observation value (predictive relevance). If the  $Q_2$  value is greater than 0, then the model has predictive relevance, while if it is less than 0, it means that the model has no predictive relevance (Ghozali, 2014). If  $Q_2$  is greater than 0, exogen constructs are predictively relevant to endogenous constructs. The relevant predictive value criteria are 0.02 (small predictive), 0.15 (medium) and 0.35 (large). Table 9 shows the predictive relevance value.

**Table 7.** Predictive Relevance

	SSO	SSE	$Q^2 (=1 - SSE/SSO)$
Character Teaching	6420.000	6420.000	
Honesty	6420.000	5787.621	0.099
Prosociality	3852.000	3407.601	0.115
Respect at Home	5136.000	4769.135	0.071
Respect at School	6420.000	5875.925	0.085
Self-Control	3852.000	3529.389	0.084
Self-Development	5136.000	4625.840	0.099

Fifth is the path coefficient. The calculation of the path coefficient between endogenous and exogenous constructs was performed with 5000 bootstraps applying a 5% (one tailed) significance level (Figure 2). Character education is a significant predictor of prosociality ( $\beta=0.426$ ;  $t=15,386$ ,  $p=0.000$ ), honesty ( $\beta=0.407$ ;  $t=14,624$ ,  $p=0.000$ ), self-development ( $\beta=0.401$ ;  $t=14,970$ ,  $p=0.000$ ), self-control ( $\beta=0.356$ ;  $t=12,624$ ,  $p=0.000$ ), respect at school ( $\beta=0.360$ ;  $t=12,362$ ,  $p=0.000$ ), and respect at home ( $\beta=0.338$ ;  $t=11,200$ ,  $p=0.000$ ). Table 6 shows the path coefficient.

**Table 8.** Path Coefficient

	$\beta$	Sample Mean	Standard Deviation	T Statistics ( O/STDEV )	P Values
Character Teaching -> Honesty	0.413	0.415	0.028	14.875	0.000
Character Teaching -> Prosociality	0.436	0.438	0.027	15.991	0.000
Character Teaching -> Respect at Home	0.339	0.341	0.030	11.363	0.000
Character Teaching -> Respect at School	0.361	0.362	0.029	12.487	0.000
Character Teaching -> Self-Control	0.379	0.381	0.028	13.689	0.000
Character Teaching -> Self-Development	0.406	0.407	0.027	14.964	0.000

### Discussion

The 1st hypothesis (character teaching has a significant positive effect on prosocial college students) was accepted. The output of SmartPLS provided a  $\beta$  of 0,436, a t-statistic of 15,991 (greater than 1.96), and a p value of .000 (below .05). This means that the effect is significant. The  $R^2$  value was 0.190, and the R-square adjusted was 0.189, indicating that character education had a weak effect on the prosocial construct. The result of the blindfolding calculation is 0.115, which indicates the presence of a medium predictive relevance and shows that exogenous constructs are a relevant predictor of endogenous constructs.

Character teaching by lecturers provides a model of being disciplined by entering the classroom on time (CT24), monitoring student assignments to foster honest character (CT28), using discipline (CT30), exhibiting neatness and

cleanliness (CT31), grading and assigning work in a lively and timely manner (CT32), all of which affect students' prosociality. Prosocial behavior is a behavior that benefits others; it has positive social consequences and connects to the psychological well-being of others. Prosocial indicators are play nicely with others (PS1), do things that are good for the group (PS2), and I treat my friends the way I like to be treated (PS4). Prosociality is an act of helping others without providing a direct benefit to the person who performs the act, and it can even harm the person who helps (Baron & Byrne, 2004). Prosocial behavioral aspects are sharing, helping, donating, cooperating, and honesty (Eisenberg & Mussen, 1989).

These indicators also affect tolerance ability as one of the prosocial elements. These findings are consistent with character education affecting student tolerance (Fahmi et al., 2021). When lecturers give assignments and assess each group of students carefully, it leads to attitudes of honesty and cooperating with others well in students, especially in one group. It also gives rise to a positive attitude in students despite being in a group with friends who are different from them. This finding is also consistent with a previous study showing that the older a person gets, the more prosocial the person is (Mayr & Freund, 2020).

Although the effect is weak, this study proves the influence of character education on prosociality, in accordance with Arthur's study, which indicates that the model and mentorship of teachers affect students' prosociality (Arthur, 2011). When the teacher gives an example of discipline and corrects student tasks on time and objectively, it will have an influence on the student's prosociality. Normative moral and personal character does affect prosocial students (Lin & Shek, 2022).

The 2nd hypothesis, character teaching has a significant and positive effect on honesty, was accepted based on the results of the analysis of hypothesis data received because it obtained value  $\beta$ ; 0,413, t-statistic 14.875 and P Values .000 (below .05), which means the effect is significant. The value of  $R^2$  is 0.171, and the R-square adjusted value is 0.170. This output shows that character education influences honesty even though it is weak. The result of blindfolding calculations is 0.096, indicating weak predictive relevance and that exogenous constructs can be used as relevant predictors of endogenous constructs. Lecturers need to carry out their duties well to educate, train, teach and evaluate their students (Irawati & Idrus, 2019). Lecturers who grade the majority of tasks and provide assessments objectively influence honesty, an important trait for the younger generation (James, 1933). Honesty is one of the core characteristics that needs attention (Pala, 2011).

Until now, there have been no studies that can confirm with certainty that the teaching of character does not affect the honesty of students. Character teaching has a positive impact on a person's attitude and behavior, including honesty, respect, self-control and self-development. Character teaching can help a person understand important moral and ethical values such as honesty and prosociality. On the other hand, character teaching is also not always effective in influencing a person because many other variables contribute, such as social environment and cultural influences and personality.

Regarding the 3rd hypothesis, the hypothesis that character teaching has a significant and positive effect on self-development was accepted. SmartPLS output provided  $\beta$ ; 0,406, t-statistic; 14,964, and p values .000 (below .05), which means that the effect is significant. The hypothesis was accepted because the t-statistic was greater than 1.96. The  $R^2$  value was 0.165, and the R-square adjusted was 0.164, showing that character education has a weak influence on self-development. The blindfolding calculation was 0.099, indicating predictive relevance at the weak level and showing that exogenous constructs are a relevant predictor of endogenous constructs. Although the effect is weak, in this study, we find support for the effect of character education on self-development. By controlling the seriousness and thoroughness of student tasks, lecturers motivate students to develop themselves automatically (Lumbantobing, 2020), and this motivation also affects students' academic achievement (Kusumajati et al., 2017). Therefore, this character education has an influence on SECD.

The 4th hypothesis regarding the effect of character teaching on self-control was accepted, as it obtains a statistical result;  $\beta$ ; 0,406, t-statistic; 14,904, and p values .000 (below .05), which means the effect is positive and significant. The value of  $R^2$  is 0.166, and the R-square adjusted value is 0.165. This result shows that character education has a weak effect on self-control. The blindfolding calculation was 0.084, which indicates the presence of predictive relevance at the weak level and shows that exogenous constructs are a relevant predictor of endogenous constructs. These findings are consistent with previous research revealing the influence of morals on students' self-control (Hidayah, 2021). Values and morals are the main elements of character, and if this element has been fused in a person, then there will be strong self-control based on values and morals, especially when college students receive lecturers' attention for their assignments, discipline, seriousness and their grade in a timely manner.

The 5th hypothesis that character teaching has a significant and positive effect on respect at school/college was accepted. SmartPLS output provided  $\beta$ ; 0,361, t-statistic; 12.487, and p values .000 (was below .05). The t-statistic was greater than 1.96. This means that the effect is significant. The  $R^2$  was 0.130, and the adjusted R-square was 0.130. This shows that character education had a weak effect on respect at school. The result of blindfolding calculations was 0.085. This finding indicates that exogenous constructs are a relevant predictor of endogenous constructs, although with weak predictive relevance. However, the discipline of lecturers/teachers is also not fully able to increase students' responsibilities because lecturers/teachers impose discipline rather than use productive and creative solutions to increase student

responsibility (Lewis, 2001). These findings support previous research indicating that student trust will grow and students will be more motivated (Hernández-López et al., 2016).

Entering the classroom on time (CT24), control and monitoring of the seriousness of student learning (CT28), student discipline (CT30), neatness and cleanliness of students (CT31), and grading and assigning work in a lively and timely manner (CT32) are part of teachers' professional and pedagogical competence. This competence affects the character of students who are characterized by speaking politely to lecturers (RaS1), obeying lecturers (RaS2), following the directions of teachers/lecturers (RaS3), and listening to lecturers without disturbing them (RaS4). Lecturers who grade student assignments on time and objectively will affect student confidence (Pachler et al., 2019). This belief can increase respect at school/college, and students' perception of lecturers' ability also increases students' competence (Hernández-López et al., 2016).

In addition, the performance of lecturers who carry out their duties well also increases student learning motivation so that this construct is positively related to the construct of respect at school (Anra & Yamin, 2017).

Regarding the 6th hypothesis of the present study, the smartPLS output provided a  $\beta$  of 0,339, a t-statistic of 11,363, and p values of .000 (below .05). The hypothesis was accepted because the t-statistic was greater than 1.96. The  $R^2$  was .115, and the R-square adjusted was .114. This indicated that character teaching had a weak effect on respect at home. Nevertheless, this study reveals the effect of character teaching on respect at home. The result of the blindfolding calculation is 0.071, which indicates the presence of predictive relevance, although weak, and indicates that exogenous constructs are a relevant predictor of endogenous constructs. In the COVID-19 era, students learn from their homes. Therefore, they interact more with family at home. Parents can learn about lecturers' tasks, control and monitoring at home so that positive interactions are built. Students speak politely at home, obeying parents, listening to advice, and inevitability following the rules at home; understanding and support of parents while students study at home will affect their character and motivation. Parents have an important role in developing character (Mansir, 2021) and they can give direction and guidance directly at home. Character strength is the basic foundation of lifelong character attached to a person (Park & Peterson, 2009); good character toward parents and siblings at home, parental support, and the role of lecturers who teach in college play an important role in the development of student character.

In addition, the findings of this study are consistent with those of a previous study showing that pedagogical competence is the most influential competence on student character (Rahmah & Fadhli, 2021), and lecturers' ability to create assignments, correct assignments, and pay attention to the character and discipline of students are factors contributing to student character. In general, the results of this study are consistent with the study (Azhari, 2017), which revealed that a lecturer is tasked with educating, teaching, training, guiding, and evaluating. Lecturers should grade the assignments given to students carefully, and supervise their learning, seriousness, neatness, activeness, and the timeliness of students in collecting assignments.

Regarding the influence of character teaching on prosociality, honesty, self-development, self-control, respect at school, and respect at home, although it has a weak effect, character supervision positively affects all constructs. Universities should maximize student boarding schools to intensify character education further because *pesantren* are a place of total character internalization (Baharun & Maryam, 2018) so that in the future, students become superior human resources because they have good character (Tyas et al., 2020). The study also shows that socioemotional character development (SECD) is essential at the student level (Elias, 2009). SECD can also be used at the college student level, not just for elementary (Wang et al., 2015) and middle school (Coelho et al., 2015) students.

### Conclusion

Based on the discussion in the previous chapter, this study shows the following: 1) character teaching has a significant and positive effect on college student prosociality, 2) character teaching has a significant and positive effect on college student honesty, 3) character teaching has a significant and positive effect on college student self-development, 4) character teaching has a significant and positive effect on college student self-control, 5) character teaching has a significant and positive effect on college student respect at school/college, and 6) character teaching has a significant and positive effect on college student respect at home. Although the influence is weak, the results of this study prove that character education has a positive influence on prosociality, honesty, self-development, self-control and respect at home.

### Recommendations

Based on these findings, future research may focus on national character teaching and other good character development. Future studies can also contribute to other variables that influence socioemotional character development. Researchers can also conduct studies with this character teaching dimension and indicators of the socioemotional development of students on a larger sample. This research is also expected to be used as a material suggestion for other researchers to conduct similar research with other constructs and methods. The important issues related to character that can continue to be studied are related to the purpose of character education, the psychological component of character, the content of character education, the approach and how the campus prepares character educators (Lickona, 1999).

### Limitations

This study has some limitations; the socio-emotional character development of the participants was unknown before the study, so it could be that the existing character was formed via previous character education. Therefore, a more in-depth study that includes students' previous character teaching is needed. This study also has limitations in that only the character teaching variable was used as a predictor. Many factors affect students' socioemotional character development, such as parental role, society, and psychology.

### Authorship contribution statement

Rianawati; conceptualization, research design. Imron Muttaqin: data analysis. Saifuddin Herlambang: Writing/drafting manuscript. Wahab: editing/reviewing. Mawardi: translating

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## Appendix

*Valid Instrument*

Dimension	Code	statement
Character teaching	CT24	My lecture supervise my assignments
	CT28	My lecture pay attention for seriousness and discipline
	CT30	My lecture check students' attendance strictly
	CT31	My lecture give course assessment samples
	CT32	My lecture grade assignments on schedule
Honesty	H1	I apologize when I have done something wrong
	H2	I tell the truth when I have done something wrong
	H3	I tell others the truth
	H4	I keep promises I make to others
	H5	I admit my mistakes
Prosocial	PS1	I play nicely with others
	PS2	I do things that are good for the group
	PS4	I am nice to friends who are different from me
Respect at home	RaH1	I speak politely to my parents
	RaH2	I obey my parents
	RaH3	I listen (without interrupting) to my parents
	RaH4	I follow the rules at home
Respect at school/ university	RaS1	I speak politely to my teacher and other adults at university
	RaS2	I obey my teacher/lecturer and other adults at university
	RaS3	I follow the directions of my lecturer and other friend
	RaS4	I listen (without interrupting) to my teacher and other friends at university
	RaS5	I follow university rules
Self control	SC1	I wait my turn in line patiently
	SC2	I keep my temper when I have an argument with other friends
	SC3	I follow the rules even when they tease me or call me bad names
Self development	SD1	I make myself a better person
	SD2	I keep trying at something until I succeed
	SD3	I set goals for myself (make plan for the future)
	SD4	I try to be my best