

# Independence Character Level of Social Sciences Education Students in University of Riau

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### Abstract

Education is the main element in forming character, especially in the attitude of independence of a learner. The character of independence is an attitude that must be possessed by a learner, because it has indicators of an important role, namely an attitude of initiative, viewing obstacles as challenges, and always having targets in the learning process in achieving achievements in lectures. The purpose of this study was to determine the level of independence of Social Sciences Education Department students. This study uses a quantitative form that aims to provide answers to the intent which in this case is a descriptive study presented using tables and diagrams. responses to the questionnaire were prepared based on 4 levels of the Likert Scale. The population of this study were active students majoring in Social Studies Education which consisted of the Study Programs of Economic Education, Pancasila Education and Pancasila and Citizenship Education, and History Education. The research sample was selected using the Stratified Random Sampling Technique approach, with an active number of 15% odd semester students. As a result, independent character indicators get a score of 87%

Keywords: *Character Level, Student Independence. Social Science Education Students*

## Introduction

In essence, education has an important role in realizing superior human beings, especially in terms of moral intelligence and behavior which can later become role models in social life. Humans have different characters from each other, especially in terms of character, nature and behavior. Furthermore, the campus is part of the education system, which is a place for students to learn in terms of knowledge transfer and behavior. The creation of quality graduates lies in how the campus creates generations who are not only intelligent but also have superior character who can later become role models in social life. The theory of character education, namely Thomas Lickona, says that character education is a deliberate (conscious) effort to realize virtue, namely objectively good human qualities not only good for individuals, but also good for society as a whole. Character is related to moral concepts (moral knowing), moral attitudes (moral feeling), and moral behavior (moral behavior). The main thing in the world of education is the human being himself, in this case students. because with education students are encouraged to be involved in the process of changing their lives for the better, developing self-confidence, developing curiosity, and increasing the knowledge and skills they already have, so that they can function to improve their personal qualities and community life (Saleh, 2013). In line with that, Kendiani et al., (2020) stated that to realize quality human resources in spiritual, intelligence and skill certainly character education plays a serious role in it. Education plays an important role in life because education is a vehicle for improving and developing the quality of human resources (HR). (Yanuarti, 2016a).

Education is a form of conscious and planned effort that functions to develop the potential that exists in humans so that it can be used for the perfection of their lives in the future (Yanuarti, 2016b). Education will definitely produce good quality Human Resources in terms of one's spiritual, intelligence and skills which is the process of printing the next generation of nations (Kendiani et al., 2020). Educators have a big role, especially in shaping a person's attitude, behavior, personality and character. According to (Damiati, et al., 2017 p.36), attitude is an expression of one's feelings that reflects one's likes or dislikes for an object. Meanwhile, behavior according to Skinner (1938) in (Notoatmodjo, 2011) formulates that behavior is a person's response or reaction to a stimulus (external stimulus). Individual behavior occurs without any driving factors from the environment, but based on behavior and behavior from within himself. Character is a solid foundation in terms of building relationships, so it is important that professional educators need to pay attention to how to assess the level of discipline, responsibility and independence of students during the lecture process.

Independence is an attitude or behavior that makes a person act freely based on his will, do the right thing, and turn obstacles into challenges that are resolved in good decisions. This is in accordance with what was conveyed (Eddy Wibwo; 1992:62) that the notion of independence is the level of development of a person who is able to stand alone and rely on his ability to deal with the various problems he faces. The character value of independence is one of the important things that schools must develop in order to form an independent young generation. Independent participants are expected to be able to 1) be more confident in their actions, 2) consider the opinions and suggestions of others, 3) have the ability to make decisions, and 4) not easily influenced by others (Fajara, 2013: 12). According to Sumarmo (2004: 5) Indicators of learning independence are: 1) Learning initiatives, 2) Diagnosing learning needs, 3) Setting targets and learning needs, 4) Managing and controlling learning progress, 5) Viewing difficulties as challenges, 6) Being able to utilize and seek for appropriate resources relevant; (7) Able to choose, apply learning strategies; (8) Able to evaluate learning processes and outcomes; (9) Able to develop the concept of self-ability.

This research wants to find out how the level of discipline, responsibility, and independence of students during lectures is studied, this is very important to do because it will have an impact on the character of prospective teachers in the Social Sciences Education Department, Faculty of Teacher Training and Education.

### Research Methodology

The research conducted is a qualitative research that is descriptive in nature, aims to describe a situation or phenomenon. Descriptive research is research that seeks to describe a symptom, event, event that occurs (Arikunto 2010). The nature of descriptive research is to describe facts as they are. The research method used was a survey using non-experimental research. The method of collecting data is using an instrument in the form of an e-questionnaire which will later be filled in by the respondent. Students fill out a list of questions and provide responses/responses arranged on a Likert scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree. This research was conducted to identify the Character Levels of Student Independence in the Faculty of Teaching and Education.

At Riau University there are teaching and education faculties and there is a social sciences education department. then the population is all students in the three study programs of Economics Education, Pancasila and Citizenship Education, and History Education. Through the Stratified Random Sampling Technique, 15% of active students in the even semester will be selected.

### Findings and Discussion

The research was conducted at the Faculty of Teaching and Education, University of Riau, focused on three Study Programs. There is Economic Education, Pancasila and Citizenship Education, and History Education. Based on the results obtained from distributing e-questionnaires with the Google Form application. The population and sample data obtained are in table 1.

**Table 1. Population and Sample**

No Population Study Program	
	Total Number of Samples
	Student Class
1.Economic Education	9 342 53
2. History Education	6 236 36
3.Pancasila and civic education	6 217 34
<b>TOTAL 21 classes 795 people 123 people</b>	

Based on table 1 above, the population in this study were all students majoring in Social Sciences Education who were active in the odd semester of the 2022/2023 academic year who were carrying out face-to-face learning in class, namely a total of 795 people, consisting of the Economics Education Study Program, Pancasila and civic education and History Education. While the sample is determined as much as 15% of the total population. Data from the distribution of e-questionnaires to 123 research samples, it was found that 81 people or 65% of the total sample were female students and as many as 43 people or 35% of the total sample were male students. The following is presented in Figure 1.

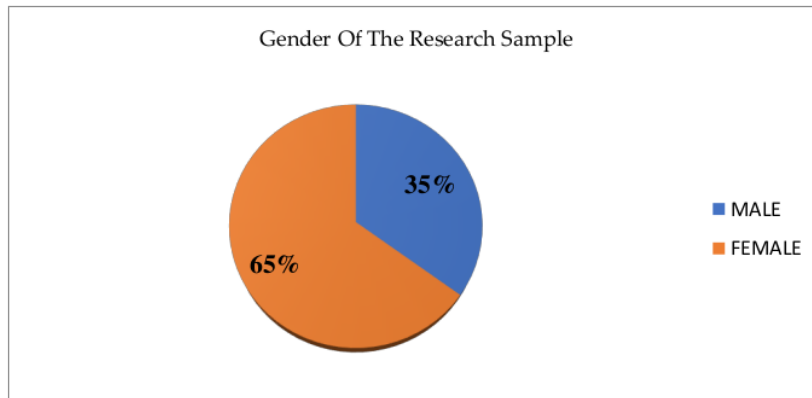


Image 1. Gender of Research Sample

The students who were the sample of this study were social studies students at FKIP, University of Riau, who were spread over 3 study programs, namely: 43 samples of students from the Economics Study Program, 29 students from the History Education Study Program, and 28 samples from Pancasila and civic education student. The sample is active odd semester students for the 2022/2023 school year who are carrying out learning activities. Details of the distribution of the following research samples are presented in Figure 2.

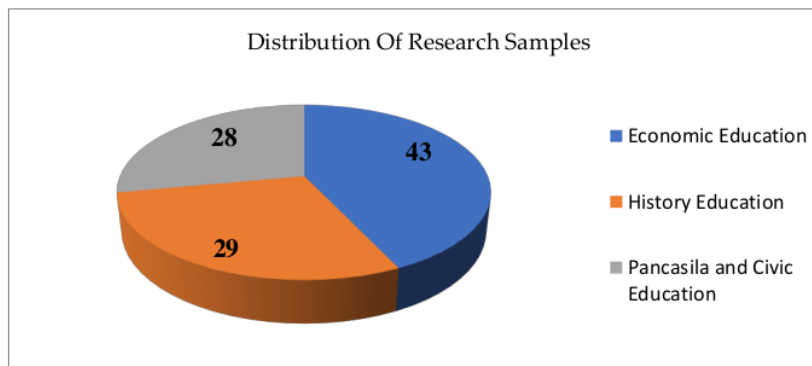


Figure 2. Distribution of Research Samples

Students who were sampled in this study were students who took part in face-to-face learning activities spread over 42 students in semester 1, 34 students in semester 3 and 47 students in semester 5.

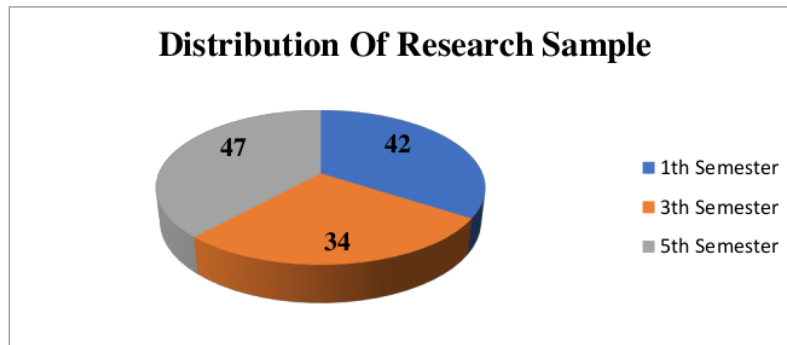


Figure 3. Distribution of Research Samples

### Independence Character

The first formulation of the problem of this research is how students who have the character of independence in the Department of Social Sciences FKIP, University of Riau. To answer the formulation of the problem, the distribution of e-questions was carried out. Independent character indicators are learning initiatives, viewing difficulties as challenges, setting learning goals and objectives. To get answers from each of these indicators, an analysis is carried out to find the results obtained from the distribution of the e-questionnaire. The results of the analysis are as follows:

#### Learning Initiative Indicator

The learning initiatives of students of the Social Sciences Department, FKIP, University of Riau are presented in the table

Table 1. Indicators of learning initiatives

No t	statement	Response							
		STS		TS		S		SS	
		N	%	N	%	N	%	N	%
1	I believe that the work done will get the maximum value if it is done with sincerity	0	0	22	17,9	39	31,7	62	50,4
2	I believe that learning achievement will be obtained by achieving satisfactory results, if there is learning initiative and sincerity in achieving it.	0	0	3	2,5	20	16,2	100	81,3
3	I believe that learning achievement is obtained because of the initiative to learn from myself,	0	0	24	19,5	21	17,1	78	63,4



	not because of other people.								
4	I always try to do the assignments given by the lecturer myself, even though the grades I get are unsatisfactory	0	0	21	17	28	22,8	74	60,1
5	I am not ashamed to ask about the material presented by the lecturer	0	0	28	22,8	25	20,3	70	56,9

**From table 1.** An illustration that 82.1% of students choose to agree that the task they are doing gets maximum value if it is done sincerely. While students chose 97.5% agreed that learning achievement will be obtained with satisfactory results if there is learning initiative and seriousness to achieve it. In addition, 80.5% of students agree that learning achievement is obtained from self-learning initiatives, not because of other people. Then, 82.9% of students chose to agree in doing the assignments given by the lecturers themselves even though the grades obtained were unsatisfactory. Then, 77.2% agreed that students were not ashamed to ask about the material presented by the lecturer. Based on the data obtained, the average score of students who have the character of independence with indicators of learning initiative is 84%.

#### Seeing adversity as an indicator of challenge

Viewing the difficulties as a challenge for students of the Department of Social Sciences FKIP, University of Riau is presented in the table.

**Table 1.** Seeing adversity as an indicator of challenge

No t	statement	Response							
		10		TS		S		SS	
		N	%	N	%	N	%	N	%
1	When I get a difficult assignment from the lecturer, I try to complete it without the help of others.	0	0	12	9,7	54	44	57	46,3
2	I had difficulty buying textbooks, in the end I borrowed a classmate's book with the aim of adding insight in terms of supporting learning achievement.	0	0	13	10,5	33	27	77	62,5
3	I entered college at eight in the morning, but when I wanted to go to	7	5,7	8	6,5	37	30	71	57,8

campus, the motorcycle that I usually use was not there, so I finally reported the permission to the lecturer late by explaining the reason.

**From table 1.** The picture that 90.3% of students chose to agree that when they got a difficult assignment from the lecturer, tried to complete it without the help of others, this was obtained from the number of samples who chose to agree plus voters who stated strongly agreed. Then 89.5% of students chose to agree with the difficulty of buying textbooks, what was done was borrowing textbooks that aimed to add insight in terms of supporting learning achievement. In addition, 87.8% of students stated that they were willing to notify lecturers whose permission was late by explaining the reasons. Based on the data obtained, the average score of students who have an independent character with indicators of seeing difficulties as a challenge is 89.2%.

#### Set learning targets and goal indicators

Setting targets and learning objectives by students of the Department of Social Sciences FKIP, University of Riau is presented in the table

**Table 2.set learning targets and indicators of objectives**

No t	statement	Response							
		STS		TS		S		SS	
		N	%	N	%	N	%	N	%
1	I work part time and also go to college, even though I work, there is always a target time for studying at home	0	0	7	5,7	16	13	10	81,3
2	I believe that the purpose of learning is not only to get high marks but also how to understand knowledge from the material taught in lectures	0	0	6	4,9	21	17,1	96	78
3	I can postpone the time to complete the task given by the lecturer	0	0	24	19,5	21	17,1	78	63,4
4	In learning, it is very important to set targets to be achieved	0	0	21	17	28	22,8	74	60,1

**From table 2.** Illustration that 94.3% of students choose to agree even though learning while working must always have a time target for studying at home, plus a sample that strongly



agrees. Then, 95.1% of students chose to agree that the purpose of learning is not only to get high scores, but to understand science from the material taught in lectures. Then, 80.5% of students chose to agree that it should not delay time in completing assignments given by lecturers. Furthermore, 82.9% of students agree that in learning it is very important to carry out the targets achieved. Based on the data obtained, the average value of students who have an independent character with indicators of target setting and learning objectives is 88.2%.

### Conclusions and Recommendations

From the results of the research referred to from the formulation of the problem how to characterize the independence of Social Sciences Education FKIP University of Riau students, it is concluded that the character of independence gets an average score of 87%. independence turns out to affect learning achievement, this is in accordance with the opinion (Endah et al. 2020) in the results of his research by carrying out normality tests, correlation tests, and simple linear regression tests that student independence attitudes in learning physics have a correlation and greatly affect student achievement, especially on the cognitive aspect. In line with the results of the study (Pratistya et al., 2012) there is a positive and significant influence of learning independence on accounting learning achievement. It is said that learning independence affects accounting learning achievement, the more it supports independent learning, the higher the achievement of learning accounting achieved by students, and vice versa if the independent learning of students is less supportive, the learning achievement of accounting students is less. will also be lower. (Rusmiyati, F., 2017). In this research, it showed that learning independence had a positive effect on the mathematics achievement of class X students of SMA Negeri 1 Rongkop in the 2013/2014 academic year. This is in accordance with the theoretical review according to Siregar (2003) which states that student learning independence affects learning achievement, therefore it is necessary to develop an attitude of independence in students. (Rusmiyati, F., 2017). In this research, it showed that learning independence had a positive effect on the mathematics achievement of class X students of SMA Negeri 1 Rongkop in the 2013/2014 academic year. This is in accordance with the theoretical review according to Siregar (2003) which states that student learning independence affects learning achievement, therefore it is necessary to develop an attitude of independence in students. (Rusmiyati, F., 2017). In this research, it showed that learning independence had a positive effect on the mathematics achievement of class X students of SMA Negeri 1 Rongkop in the 2013/2014 academic year. This is in accordance with the theoretical review according to Siregar (2003) which states that student learning independence affects learning achievement, therefore it is necessary to develop an attitude of independence in students.

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