The Effect of Student Motivation, Example, Personality, and Learning Strategies on the Growth of Character Value in State SMA Students in Salatiga City for the Academic Year 2021/2022

Amin Nurbaedi[1]

aminnurbaedi@gmail.com

Sugiyo[2]

sugiyo@mail.unnes.ac.id

A. Dardiri Hasyim[3]

adardirihayim@gmail.com

UNU Surakarta

Abstract

The formation of a quality generation is started from an output of Islamic education that it has both as individuals, socially, and believes in God Almighty. Indicators that appear in the current dynamics are rampant brawls, immoral acts, and a lack of etiquette in the association among students. The restructuring or transformation of Indonesia's national education is able to take advantage of the opportunities that are open and shape the character that contains the value of human behavior. This study uses a quantitative method with a correlational design, this study aims to determine the relationship of a variable with other variables by using a multiple linear regression test. Regression analysis is used to examine the relationship between two or more variables, especially to explore the pattern of relationships whose models are not yet fully known. The results of this study are: Student motivation has an effect on the growth of character values in State Senior High School students in Salatiga City; The example of PAI teachers have an effect on the growth of character values in State Senior High School students in Salatiga City; The personality of the PAI teacher has an effect on the growth of character values in State Senior High School students in Salatiga City; PAI teacher learning strategies affect the growth of character values in state high school students in Salatiga City; There is an effect of effectiveness on the variables of student motivation, exemplary, and GPAI learning strategies on the growth of character values in students in SMA Negeri in Salatiga City. The variable that has no effect on the growth of character values in students at SMA Negeri in Salatiga City is the personality variable.

Keywords: Student Motivation, Exemplary, Personality, Learning Strategies, Growth of Character Values in Students

INTRODUCTION

The existence of character education is the soul of Islamic education itself, and Islam has concluded that character and moral education is the soul of Islamic education (Sulasmi, Emilda, A. Akrim 2019). Achieving perfect morals which is a representation of one's maturity is an essential goal of education itself (Hayati 2018). But this does not mean that we are not concerned with physical education or reason or science or other practical aspects, but it means that we pay attention to aspects of moral education as well as other

aspects, only the position of morality in this case is the foundation base (A. H. Ritonga and Bafadhal 2018).

Islamic education has integrated basic concepts that actually already exist, but have not been fully implemented. The concepts of integrated Islamic education referred to by the author are divided into two major aspects. Internal aspects (aqidah and heart education) and external aspects (morals, physical and spiritual, social, intellectual, and sex) (Ridhoul Wahidi, 2014).

Indicators that appear in the current dynamics are rampant brawls, immoral acts, lack of etiquette in socializing among students, and increasing juvenile delinquency, as well as the many cases of muggings and other crimes involving students. print and electronic, including social media.

Another fact that is a concern for parents and teachers is the tendency of students who are addicted to online games, social media, and uncontrolled internet, which in turn will give birth to a lazy generation, a generation that wants everything to be instant, uncontrollable emotions, which can result in the moral decadence of students.

Aziz Hasibuan said: "The implementation of character education at this school is very important for a change" (Hasibuan et al. 2018). Furthermore, the changes needed do not have to change the applicable curriculum but the emergence of new attitudes and new skills from teachers, principals, and school counselors, so that from here the teacher will become a role model that is directly observed by students. must be met (condition sine qua non) for the successful implementation of character education in Indonesia (Sadewa 2022). It seems that the change in attitude and mastery of the required skills can only be developed through focused, sustainable, and systemic in-service education (Dhikrul Hakim 2014).

The notion of character refers to the understanding in English, which is translated as morality. Morality contains several meanings, namely: customs, manners, and behavior (Haris 2017). Meanwhile, according to the competency-based curriculum that: "character contains the value of human behavior which will be measured according to goodness and badness through religious norms, legal norms, manners, manners, cultural norms, and community customs" (Setyowati 20012). Furthermore, according to Nurul Zuriah that character will be able to identify positive behaviors that are expected to be realized in the actions, words, thoughts, attitudes, feelings, and personalities of students (Nurul Zuriah, 2015: 17). Based on this understanding, the researcher concludes that education is an effort to promote the growth of character (inner strength, character), mind (intellect), and the child's body. The parts should not be separated so that we can advance the perfection of our children's lives.

Presidential Decree Number 87 of 2017 concerning Strengthening Character Education, KDP which refers to Thomas Lickona's theory is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, taste, thought, and sports with the involvement and cooperation between education, family, and community units as part of the National Movement for Mental Revolution (GNRM) (Thomas Lickona, 2012: 123). Indicators of strengthening character education (PPK), as mentioned by Thomas Lickona, are: the implementation of the PPK program on habituation before learning PAI subjects begin, the implementation of PAI learning integrated with KDP, and the impact of the KDP program on character and improving student learning achievement in PAI.

Suprihatin also said: "Teachers as educators are central figures in the world of education, every teacher is expected to have ideal personality characteristics in accordance with psychological-pedagogical requirements because teachers have dual roles as teachers as well as educators" (Suprihatin, 2019).

The teacher as a true educator is a person who can enjoy every teaching that is carried out, for education is pleasure above all existing pleasures, and he is happy to live it as a professional task of an educator, caring in paying attention to every detail of his professional duties, a teacher is a person who This is very important because they will grow to be role models for their students, both in pronunciation, deed, inside or outside school, things that must be owned by a teacher, namely having high moral values, having sincerity in every job, carrying out their obligations, and Having a strong personality, from this, a teacher will be respected by the community.

Various forms of innovation and reform have been engineered starting from the learning system, curriculum, teacher scholarships, and up to "standard schools" in various forms (Heryanto, Marioga Pardede 2021). However, it has not been able to bring forth the reliable character of students. The results of our education today are still thick at the cognitive level and have not touched aspects of character with honest, trustworthy, tough, and competitive morality (Syahraini Tambak, 2013: 39).

A state and within that gives strength, which activates or moves. hence it is called 'drive' or 'motivation' and directs or channels behavior toward goals (Elisabet Elsi, Rustiyarso 2016). Learning motivation can arise because of 'intrinsic factors. in the form of desire and desire to succeed and encouragement of learning needs, hopes for ideals (Muhammad Iqbal Harisuddin, 2019: 5). The extrinsic factors are appreciation, a conducive learning environment, and interesting learning activities. Learning motivation also has an effect on learning achievement. When learning motivation is lacking, the learning achievement is also less satisfactory (Depdikbud et al. 2012).

The essence of learning motivation is internal and external encouragement to students who are learning to make changes in behavior, in general with several indicators or supporting elements. This has a big role in the success of achieving learning goals (Achmad Badaruddin, 2015: 18).

Indicators of student learning motivation, presented by Achmad Badaruddin include preparation for learning, completeness of learning, psychological readiness, physical readiness, and learning materials, following the teaching and learning process, having attention in learning, being active in learning, and choosing seats, following up on the learning process teaching, repeating lessons that have been explained by the teacher, asking for material that is not understood to friends, parents, and teachers, looking for additional lesson material.

Exemplary is something related to a person's words, actions, attitudes, and behaviors that can be imitated or imitated by other parties. The teacher's example is a good example and good teachers related to attitudes, behavior, speech, mental, and spiritual which should be used as examples for students (Dedi Irwan, 2018: 12). The indicators of teacher exemplary in educating students, conveyed by Dedi Irawan are as follows: PAI teachers are role models in faith, PAI teachers are role models in worship, PAI teachers are role models, PAI teachers are exemplary in their work.

The personality that surrounds the behavior of the individual is collected in him, which is used to react and adapt to all stimuli, both those that come from outside himself or his environment (external) as well as from himself (internal) so that the pattern of his behavior is a functional unity that unique to that individual (Sudarwan Danim, 2012: 7). The teacher's personality indicator, which was conveyed by Sudarwan Danim, consisted of five sub-competencies, namely: PAI teachers have a steady and stable personality, PAI teachers have mature personalities, PAI teachers have wise personalities, PAI teachers have authoritative personalities, and PAI teachers have noble character and can be an example.

The role of competence for a teacher is very important and strategic for the effectiveness and productivity of his work in the field, in this era of openness, a teacher is required to support optimal competence (Sholeh 2017). This is supported by a convincing performance so that the credibility of a professional teacher can be raised, (Syahputra

2021) from this we can understand when the government mandates 4 (four) competencies which are requirements for a teacher to be said to be a professional teacher, (Jamin 2018) 4 (four) what is meant is professional, personality, pedagogic, and social for religious teachers plus one more thing, namely leadership (M. Hanif Satria Budi 2018).

An ideal teacher at this time is those who have an educator spirit and is able to understand in detail the characteristics of the task by prioritizing care, calm, and wisdom, within the scope of worship to Allah SWT (Mucharomah 2017). So from being able with sincerity, he is able to side with students on subjects of education (Malatuny 2016).

Therefore, character is the quality of mental or moral strength, character or character of a person who becomes a special personality as a driving force and driving force that distinguishes him from others (Rakhmawati 2015). This must be imbued with teachers as educators and students in particular and in general to school residents (Said 2018).

A learning strategy is a form of a teacher-centered approach to learning (teacher-centered approach), it is said because in this strategy the teacher plays a very dominant role (Darmadi, 2018: 114). Through this strategy, the teacher conveys learning material in a structured manner with the hope that the subject matter presented can be mastered by students well. The main focus of this strategy is students' academic achievement (Safriadi 2017).

PAI teacher learning strategies include teacher competency standards. This teacher competency standard is developed as a whole from four main competencies, namely pedagogic, personality, social, and professional competencies. These four competencies are integrated into teacher performance (Julia, Isrok'atun & Indra Safari, 2013: 355).

The indicators of the PAI Teacher Learning Strategy, which were explained by Julia, Isrok'atun & Indra Safari, are the teacher's ability

to convey PAI learning objectives, the teacher ability to deliver PAI material, the teacher's ability to use PAI learning methods, the teacher's ability to use media and learning resources PAI, and the ability of teachers to use PAI learning evaluation.

Teachers in the millennial era like today must be able to organize their hearts, organize attitudes, not be too material-oriented, sincere in carrying out their professional duties, and always be able to inspire, and motivate students (Zakiyah Kholidah, 2018). Even sometimes it is not uncommon to have to be ready as a companion for students, able to create a supportive environment so that students can develop as expected (M Najib et al., 2014).

The position of teachers as second parents for students is very strategic in order to prepare quality future generations, in order to organize a society in order to become a more advanced and more dignified nation (Mahsun 2016).

Today the education system in Indonesia is more directed at the formation of children's character which must be adapted to the child's world, and must also be adapted to the spirit of the child's growth and development (M. Ritonga 2018). Through family, school, and social education, or what we know as the Tri Education Center, children can know and develop their character (Huda 2019). So, in this case, the three environments must be a good and positive environment, (Mizal 2014) especially the family environment, because the family is the first world that children will meet and experience (Rufaedah 2020). So parents have a very important role in the formation of children's character and religious education is the most important education that must be taught and instilled in children from an early age.

Religion as an essential element in the human personality can provide a positive role in the course of human life, besides its truth can still be absolutely believed (Suradji 2017). Religious education acts as a controller and controller of behavior or actions that are born from a desire based on emotion (Nadirah 2017). If religious

education is used to be used as a guide in daily life and has been instilled from an early age, then his behavior will be more controlled and controlled (Basir and Pd 2020).

A quality generation is started from an educational output that has been consistently understood since the beginning of education, (Muhammad Adlan Nawawi 2020) subject matter is material that will be given to students according to the characteristics they have both as individuals, socially, and beliefs in the Almighty God Esa (Sulasmi, Emilda, A. Akrim 2019). Therefore, the basis of Islamic education is the Qur'an and the Sunnah of the Prophet. Those two things are all the necessities of life for every human being has been explained in detail, and on these two pillars, the basic concept of Islamic education is built according to human nature.

METHODOLOGY

The approach used in this research is a quantitative approach or statistical data analysis. What is meant by a quantitative approach is "research that focuses on presenting data in the form of numbers or quantitatively scored (scoring) using statistics" (Ahmad Tanzeh and Suyitno, 2016: 45).

The quantitative approach emphasizes the existence of variables as the object of research and these variables must be defined in the operationalized form of each variable. Reliability and validity are absolute requirements that must be met in using this research because these two elements will determine the quality of research results and the ability to replicate and generalize the use of similar research models. Furthermore, quantitative research requires the existence of hypotheses and their testing which will then determine the next stages, such as determining the analytical techniques and statistical formulas to be used (Ahmad Tanzeh, 2016: 19-20).

This research uses the ex post facto method. The research method used by the author in this study by looking at the existing considerations is the Ex Post Facto research method. Sukardi explained about Ex Post Facto that "Ex post-Facto research is research in which a series of independent variables has occurred when researchers begin to observe the dependent variable" (Sukardi, 2013: 174).

In this study, there are two kinds of relationships between two or more variables, namely the form of the relationship and the closeness of the relationship. To determine the form of the relationship used regression analysis. "Regression analysis is used to examine the relationship between two or more variables, especially to explore the pattern of relationships whose models are not yet fully known" (Muhammad Nisfiannoor, 2019: 103). The usefulness of regression analysis is "to predict the value of the dependent variable (Y) if the independent variable (X) is two or more".

The formula that can be used to find a and b is:

$$a = \frac{\sum Y - b\sum X}{.N.} = \overline{Y} - b\overline{X}$$

$$b = \frac{N.\left(\sum XY\right) - \sum X \sum Y}{.N.\sum X^2 - \left(\sum X\right)^2}$$

Description:

$\overline{Y}_i$ = the average score of the variable X

$\overline{X}_i$ = Y variable mean score

A multiple linear regression model is used because the number of independent variables is more than one. This model is intended to predict the ability of the independent variable in explaining the dependent variable.

$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$

Information :
Y = Strengthening Character Education
X1 = Student Motivation
X2 = Exemplary
X3 = Teacher's Personality
X4 = GPAI Learning Strategy

a = constant

b1…b4 = coefficient of independent variable x1. . . .X4

e = error (Fridayana Yudiaatmaja, 2013: 69).

RESULT AND DISCUSSION

Analysis of the Effect of Student Motivation on the Growth of Character Values in State Senior High School Students in Salatiga City

Regression analysis is a functional relationship that occurs between one dependent variable and the independent variable, in order to know the average predictive value of the dependent variable on the influence of the independent variable. The multiple linear regression equation models that can be arranged in table 1. are as follows:

Table 1. Linear Regression Results

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.793	1.020		2.737	.007
Motivation (X1)	1.048	.012	.983	4.300	.000
a. Dependent Variable: Character Value Growth (Y)					

Table 1. above can be formulated multiple linear regression model in this study are as follows:

$Y = 2.793 + 1.048\ X_1 + e$

The constant: 2.793 means that if there are no Motivation variables (X_1), then the Character Value Growth variable (Y) is 2.793.

Coefficient 1: Student Motivation Coefficient (X_1) is 1.048, indicating that if there is an increase of one point on the Student Motivation variable (X_1), then the Character Value Growth variable (Y) will increase by 1.048.

From the results of data analysis that has been carried out with the SPSS application, it is known that motivation has a tcount of 4,300.

It can be seen that the tcount of the motivation coefficient is 4.300, while (t_{table}) is 1.968. The motivation variable has a p-value of 0.000 <0.05, which means it is significant, while $t_{count} > t_{table}$ (4.300 > 1.968). So Ho is rejected and Ha is accepted, so it can be concluded that the coefficient of student motivation has a significant influence on the growth of the character values of SMA Negeri Salatiga City students, when viewed from the $t_{count} > t_{table}$ (4.300 > 1.968) it can be concluded partially that the student motivation variable has a positive effect. on the growth of the character values of State Senior High School students in Salatiga City.

Factors that influence it include: giving motivation to students carried out by teachers is practiced well, giving encouragement given by teachers so that they can participate in learning activities well, and teachers have full attention to students who have delays in participating in learning.

Analysis of the Influence of Islamic Education Teacher's Exemplary on the Growth of Character Values in State Senior High School Students in Salatiga City

The multiple linear regression equation models that can be arranged in table 2. are as follows:

Table 2. Multiple Linear Regression Results

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	8.762	1.719		5.097	.000
	Exemplary (X2)	1.712	.035	.948	4.531	.000
a. Dependent Variable: Character Value Growth (Y)						

Table 2. above can be formulated multiple linear regression model in this study are as follows:

$Y = 8,762 + 1,712X_2 + e$

The constant: 8.762 means that if there are no Exemplary variables (X2), then the Character Value Growth variable (Y) is 8.762.

Coefficient 2: Exemplary Coefficient (X$_2$) is 1.712, indicating that if there is an increase of one point on the Exemplary variable (X$_2$), then the Character Value Growth variable for State Senior High School Students in Salatiga City (Y) will increase by 1.712.

From the results of data analysis that has been carried out with the SPSS application, it is known that exemplary has a t$_{count}$ of 4,531.

It can be seen that the tcount of the exemplary coefficient is 4.531, while (t$_{table}$) is 1.968. The motivation variable has a p-value of 0.000 <0.05, which means it is significant, while t$_{count}$ > t$_{table}$ (4.531 > 1.968). Then Ho is rejected and Ha is accepted, so it can be concluded that the exemplary coefficient has a significant effect on the growth of the character values of the students of SMA Negeri Salatiga, when viewed from the value of t$_{count}$ > t$_{table}$ (4.531 > 1.968) it can be partially concluded that the exemplary variable has a positive effect on growth. the character values of State Senior High School students in Salatiga City.

Factors that influence it include: the teacher provides good direction to students in PAI learning, students' ethics toward the teacher are strictly adhered to, and the teacher always sets a good example by adapting it to everyday life.

Analysis of the Influence of the Personality of Islamic Education Teachers on the Growth of Character Values in State Senior High School Students in Salatiga City

Multiple linear regression equation models can be arranged in table 3. as follows:

Table 3. Multiple Linear Regression Results

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.620	2.090		7.953	.000
	Personality (X3)	1.580	.043	.913	3.999	.000
a. Dependent Variable: Character Value Growth (Y)						

Table 3. above can be formulated as multiple linear regression model in this study as follows:

$Y = 16,620 + 1,580X_3 + e$

The constant: 16.620 means that if there are no Personality variables (X$_3$), then the Character Value Growth variable (Y) is 16.620.

Coefficient 3: Personality Coefficient (X$_3$) is 1,580, indicating that if there is an increase of one point on the Personality variable (X$_3$), then the Character Value Growth variable for State Senior High School Students in Salatiga City (Y) will increase by 1,580.

From the results of data analysis that has been carried out with the SPSS application, it is known that personality has a t$_{count}$ of 3.999.

It can be seen that the t_{count} of the personality coefficient is 3.999, while (t_{table}) is 1.968. The personality variable has a p-value of 0.000 <0.05, which means it is significant, while t_{count} > t_{table} (3.999 > 1.968). So Ho is rejected and Ha is accepted, so it can be concluded that the personality coefficient has a significant influence on the growth of the character values of State Senior High School students in Salatiga City, when viewed from the value of t_{count} > t_{table} (3.999 > 1.968) it can be concluded partially that personality variables have a positive effect on growth. the character values of State Senior High School students in Salatiga City.

The influencing factors include: the teacher sets a good example in PAI learning that is adapted to everyday life, the teacher speaks well in PAI learning, and the teacher acts as a good leader in PAI learning.

Analysis of the Effect of PAI Teacher Learning Strategies on Character Value Growth in State Senior High School Students in Salatiga City

The multiple linear regression equation models that can be arranged in table 4. are as follows:

Table 4. Multiple Linear Regression Results

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.850	.542		5.255	.000
GPAI Learning Strategy (X4)	1.063	.006	.995	6.977	.000
a. Dependent Variable: Character Value Growth (Y)					

Table 4. above can be formulated multiple linear regression model in this study as follows:

$$Y = 2.850 + 1.063X_4 + e$$

The constant: 2.850 means that if there are no GPAI learning strategy variables (X_4), then the Character Value Growth variable (Y) is 2.850.

Coefficient 4: The coefficient of GPAI learning strategy (X_4) is 1.063, indicating that if there is an increase of one point to the GPAI learning strategy variable (X_4), then the variable of Character Value Growth of State Senior High School Students in Salatiga City (Y) will increase by 1,063.

From the results of data analysis that has been carried out with the SPSS application, it is known that the GPAI learning strategy has a t_{count} of 6.997.

It can be seen that the tcount of the personality coefficient is 6.997, while (t_{table}) is 1.968. The personality variable has a p-value of 0.000 <0.05, which means it is significant, while t_{count} > t_{table} (6.997 > 1.968). So Ho is rejected and Ha is accepted, so it can be concluded that the coefficient of the GPAI learning strategy has a significant effect on the growth of the character values of the students of SMA Negeri Salatiga, when viewed from the value of t_{count} > t_{table} (6,997 > 1,968) it can be partially concluded that the variable GPAI learning strategy has a positive effect on the growth of the character values of State Senior High School students in Salatiga City.

The influencing factors include: teachers are proficient in PAI learning systems using information technology, teachers are able to create media using information technology, and teachers are also able to display animations in PAI learning that are adapted to PAI learning materials.

The Effectiveness Level of Student Motivation, Exemplary, Personality, and Learning Strategies of PAI Teachers on the Growth of Character Values in State Senior High School Students in Salatiga City

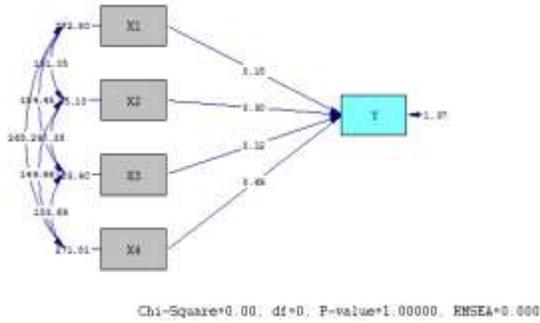Looking at the standard estimate value output, in Figure 1. the parth diagram can be seen as follows:

Chi-Square=0.00; df=0; P-value=1.00000; RMSEA=0.000

Figure 1. *Parth* Diagram Multiple Linear Regression

$Y = 0.147*X1 + 0.302*X2 - 0.116*X3 + 0.687*X4$, Errorvar.= 0.966 , R^2 = 0.996

Standerr (0.0237)   (0.0290)   (0.0343)   (0.0274)   (0.117)

Z-values   29.004   4.003   8.797   5.383   11.683

P-values 0.000   0.000   0.000   0.000   0.000

The results of parth diagram 1. above can be seen that with a significance level of 5% (default Lisrel), then there are 3 variables that significantly affect the dependent variable, namely variables X_1 (Student Motivation), X_2 (Exemplary), and X_4 (GPAI Learning Strategy) on variable Y (Character Value Growth in Students). For the variable X_3 (Personality), the results of the bivariate regression did not find any significant effect on Y (The Growth of Character Values in Students).

DISCUSSION

The personality variable (X_3) has no effect on the growth of character values in students (Y) of SMA Negeri in Salatiga because:

Internet factor. The era of the industrial revolution 4.0 no longer recognizes time and space, thus enabling students to learn independently for self-development by using learning resources in the form of using the internet (international networking) which is a large library because in it there are billions of information or data in the form of text, graphics, audio, animation, and others in the form of electronic and practical media, such things will also affect the growth of student character values.

Students will very quickly be able to get information about many things that are needed, besides internet facilities, which have changed the market paradigm, very rapid advances in communication technology will facilitate communication between one place and another, and social interaction can be established with the use of the internet, for example by using the internet. Social networking media such as WhatsApp, Facebook, Twitter, Instagram, and other messengers allow people to interact easily, social promotion is no stranger to the benefits of the internet in the social field, without having to use cable networks.

Literacy Factor. Literacy is a demand for dynamic individuals in order to equip themselves in their existence as individuals and as part of a community, the current literacy program is strongly encouraged by the government which is expected to show significant results on student self-development, more specifically to support the growth of student character. through the library as information literacy about many things.

Libraries as reference centers, learning resources, and training sources to deal with various problems in order to find alternative solutions, besides that users, are expected to have skills and abilities in utilizing libraries that suit their needs including; the ability to recognize information needs; ability to utilize relevant information sources; the ability to search for correct information with tabayun steps with other information from the source; and the ability to regulate, implement and communicate so that the information that develops in the community is correct information and is far from slander and other hate speech, this is where the maturity that is highly expected in the current era of information and communication disclosure.

Organizational Factors. Maturity of student character will be more honed when students are active in organizations, ROHIS becomes an important part in efforts to form moderate students' personalities as well as forming student profiles of rahmatalil'alamin, by organizing will have personal goals that go together with organizational goals in general, positive effect what then emerges is increased productivity and will benefit.

Programs and organizational goals that are professionally structured in stages and involve many individuals and related parties will enable the individuals involved in them to be able to develop better which in turn will have an influence on the environment, other wider achievements, the implementation of work programs with the schedule of activities and handled by the committee will obtain good final results and are always accompanied by evaluation and formulation of recommendations for improvement of the next activity.

Facts that occurred during the industrial revolution 4.0 as it is today, which are marked by communication and information systems that no longer recognize space and time, will allow students to gain knowledge in every competence - competencies that are expected to no longer require teachers and classrooms or no longer require a detailed and systematic curriculum arrangement, but very much depends on the interests and talents of students and a commitment to self-development.

The covid-19 pandemic that has hit the world has resulted in lost learning or losing the direction of learning, almost every time students never forget their cellphones wherever they go, so there are two big possibilities for them, namely they are addicted to online games and see shows that are not supposed to be seen, from here automatically their character and personality will be easily influenced to negative things, and there can also be active, creative students looking for the lessons needed from the internet and their cellphones which in turn will get a lot of knowledge without having to go with the teacher and the room. class.

Lost learning which has swept the world for approximately 2 (two) years is like our country, if this condition is not taken immediately, it will be very dangerous for Indonesia in the future because it will be filled by generations who are unskilled, undisciplined, and tend to be less responsible. what they have in mind is to get something that is instantaneous and does not want to struggle, from here it will appear whether learning through the internet that is not based on a detailed and systematic curriculum can give birth to students with character.

Science is not the only instrument for someone to be skilled, innovative, and dynamic, but there are other instruments that are no less important, namely the morals and blessings of knowledge. Blessing can arise because of the sincerity and sincerity of a teacher in passing on his knowledge to each of his students, and there is pride in a student in receiving knowledge, there is enthusiasm from students to practicing it. Such a scientific hierarchy will be able to give birth to a humble and humble attitude of a student which will then bring up the ideal characteristics of a student.

The existence of the curriculum as a rail or grand design of education needs to be regulated flexibly and not rigidly but leads to an educational output and outcome so that in achieving learning objectives one can better recognize how the concept of students' understanding of the content of the material to be taught is no longer focused on knowledge competence, but what is more important is psychomotor or skills supported by social and spiritual attitudes that are ready to accept diversity, then the final orientation of education in Indonesia leads to the Pancasila Student Profile.

CONCLUSION

Based on the results of the analysis and discussion described in the previous chapter, it can be concluded that:

Student motivation affects the growth of character values in state high school students in

Salatiga City, so Ho is rejected and Ha is accepted. The more motivated students will have a very positive and significant effect on the growth of character values in SMA Negeri students in Salatiga City.

The example of PAI teachers affects the growth of character values in State Senior High School students in Salatiga City, so Ho is rejected and Ha is accepted. The more teachers have exemplary will have a positive and significant effect on the growth of character values in state high school students throughout the city of Salatiga.

The personality of the PAI teacher affects the growth of character values in state high school students in Salatiga City so that Ho is accepted and Ha is rejected. The more the teacher has an exemplary personality, the more positive and significant positive and significant impact on the growth of character values in State Senior High School students throughout the city of Salatiga will be.

PAI teacher learning strategies affect the growth of character values in state high school students in Salatiga City, so Ho is rejected and Ha is accepted. The more teachers can have the GPAI learning strategy will have a positive and significant effect on the growth of character values in state high school students throughout the city of Salatiga.

The level of effectiveness of student motivation, exemplary, and GPAI learning strategies on the growth of character values in students in SMA Negeri in Salatiga City. Overall, the 4 (four) independent variables (dependent) need to be studied because there is a variable that does not affect the growth of character values in students in SMA Negeri in Salatiga, namely the personality variable (X_3). The more the teacher has a good personality, the more positive and significant the character values will not be on the growth of character values in state high school students in Salatiga City.

REFERENCES

Badaruddin, A. 2015. *Peningkatan Motivasi Belajar Siswa Melalui Konseling Klasikal*. CV Abe Kreatifindo.

Basir, A., and S I Pd. 2020. Berperan Sebagai Sarana Pembinaan Prilaku Melalui Materi-Materi Pelajaran Agama Yang Disampaikan Oleh Guru Dan Penerapannya Melalui Keteladanan Guru, Berperan Sebagai Pengalaman Hidup Dan Pedoman Hidup. *Jurnal At-Tarbiyah STAI Alghazali Bone* 11 (1), 1–14.

Danim, S. 2012. *Pengembangan Profesi Guru*. Prenada Media.

Darmadi. 2018. *Optimalisasi Strategi Pembelajaran (Inovasi Tiada Henti Untuk Meningkatkan Proses dan Hasil Belajar Peserta Didik)*. GUEPEDIA.

Depdikbud. 2012. Belajar Mahasiswa Berdasarkan Nilai Ujian Nasional, Prestasi, Tes Potensi Akademik, dan Motivasi Belajar, Hindayati Mustafidah, and dan Dwi Aryanto. 2012. Sistem Inferensi Fuzzy Untuk Memprediksi. *Juita* 1 (1), 2086–9398.

Dhikrul, H. 2014. "Implementasi Pendidikan Budaya Dan Karakter Bangsa Dalam Kurikulum Tingkat Satuan Pendidikan (KTSP) Di Sekolah." *Religi: Jurnal Studi Islam* 5 (2): 145–68.

Elisabet, E., Rustiyarso, and Okianna. 2016. نقش منابع اطلاعاتی مورد استفاده بیماران دیابتی در مدیریت بیماری آنها." مجله دانشکده پزشکی دانشگاه علوم پزشکی مشهد 59 (2), 1–12.

Haris, A. 2017. Pendidikan Karekter Dalam Perspektif Islam. *AL-MUNAWWARAH: Jurnal Pendidikan Islam* 9 (1), 64–82.

Harisuddin, M.I.. 2019. *Secuil Esensi Berpikir Kreatif & Motivasi Belajar Siswa*. Pantera Publishing.

Hasibuan, A., Darwyan. S. 2018. Manajemen Pendidikan Karakter Di Sma. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 4 (02), 191–212.

Hayati, Fitroh. 2018. Pendidikan karakter berbasis Islam. *Ta'dib: Jurnal Pendidikan Islam* 7 (1), 425–33. https://doi.org/10.29313/tjpi.v7i1.3764.

Heryanto, Marioga Pardede, Ade Octavia Tamba. 2021. Hubungan keteladanan guru Pak dengan Pembentukan Karakter Siswa. *Jurnal Pendidikan Religius* 3 (1): 84–98.

Huda, Zainol. 2019. Tripusat pendidikan Islam yang integratif dalam mengembangkan program. *Edupedia: Jurnal Studi Pendidikan Dan Pedagogi Islam* 3 (2), 191–98.

Irwan, Dedi . 2018. *Daya Pikat Guru: Menjadi Guru yang Dicinta Sepanjang Masa*. Zikrul Hakim.

Jamin, Hanifuddin. 2018. Upaya meningkatkan kompetensi profesional guru. *Jurnal Penelitian Pendidikan*, 19–36.

Julia, I & Safari, I 2018. "*Membangun Generasi Emas 2045 yang Berkarakter dan Melek IT" dan Pelatihan "Berpikir Suprarasional"*. Bandung: UPI Sumedang Press.

Kholidah, Zakiyah. 2018. "Relevansi Pemikiran Muhammad Iqbal dalam Pembentukan Karakter Siswa di Era Millenium Pendahuluan Dalam Kehidupan di Masyarakat Setiap Individu Butuh Mengembangkan Diri Demi Melangsungkan Kehidupan Yang Lebih Baik . Pendidikan Menjadi Fasilitas Penting Bag." *Jurnal Studi Pendidikan Islam* 1 (2): 288–308.

Lickona, Thomas. 2012. *Educating for Character: Mendidik Untuk Membentuk Karakter*. Jakarta: Bumi Aksara.

M. Hanif Satria Budi. 2018. Manajemen Pengembangan Kompetensi Kepribadian Dan Leadership Guru Pendidikan Agama Islam. *Dirasah : Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam* 1 (1), 99–119. https://doi.org/10.29062/dirasah.v1i1.53.

Mahsun, Ali. 2016. Pendidikan Islam Dalam Arus Globalisasi Sebuah Kajian Deskriptif Analitis. *Epistemé: Jurnal Pengembangan Ilmu Keislaman,* 8 (2), 259-278.

Malatuny, Yakob Godlif. 2016. Penerapan Metode Pembelajaran Problem Solving Untuk Meningkatkan Hasil Belajar Peserta Didik Kelas X SMA Negeri 2 Kecamatan Sirimau Kota Ambon. *Jurnal Pedagogika Dan Dinamika Pendidikan* 4 (2), 87–95.

Mizal, Basidin. 2014. Pendidikan dalam Keluarga. *Jurnal Ilmiah Peuradeun: International Multidisciplinary Journal Artc.* 2 (3), 155–78.

Mucharomah, Miftah. 2017. Guru Di Era Milenial Dalam Bingkai Rahmatan Lil Alamin. *Edukasia Islamika* 2(2), 172. https://doi.org/10.28918/jei.v2i2.1667.

Muhammad, A.N., and Abd. La'lang. 2020. Urgensi Peningkatan Mutu Dengan Menggunakan Total Quality Manajemen (TQM) Dalam Pendidikan Islam Di Era Millenial. *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam* 2 (2), 188–204.

Nadirah, Sitti. 2017. "Peranan Pendidikan Dalam Menghindari Pergaulan Bebas Anak Usia Remaja." *Musawa: Journal for Gender Studies* 9 (2): 309–51.

Najib, M, Novan A., and Wiyani S. 2014. Manajemen Masjid Sekolah Sebagai Laboratorium Pendidikan Karakter Bagi Peserta Didik. *Ta'dib* XIX (01): 85–110. http://www.republika.co.id/berita/dunia-islam/islam-nusantara/13/03/30/.

Nisfiannoor, Muhammad. 2019. *Pendekatan Statistik Modern Untuk Ilmu Sosial*. Jakarta: Salemba Humanika.

Rakhmawati, I. 2015. Peran Keluarga Dalam Pengasuhan Anak. *Jurnal Bimbingan Konseling Isla* 6 (1): 1–18.

Ritonga, A.H., and Fahmi B. 2018. Tantangan Dan Peluang Pendidikan Islam Pada Era Milenial. *Innovatio: Journal for Religious-*

Innovation Studies XVIII (1): 27–37.

Ritonga, M.. 2018. Politik dan Dinamika Kebijakan Perubahan Kurikulum Pendidikan Di Indonesia Hingga Masa. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 5 (2): 88–102.

Rufaedah, E.A. 2020. Peranan Pendidikan Agama Dalam Keluarga Terhadap Pembentukan Kepribadian Anak-Anak. *Jurnal Bimbingan Konseling Pendidikan Islam* 1 (1): 8–25.

Sadewa, M.A. 2022. Meninjau Kurikulum Prototipe Melalui Pendekatan Integrasi-Interkoneksi Prof M Amin Abdullah. *Jurnal Pendidikan Dan Konseling* 4 (1), 266–80.

Safriadi. 2017. Prosedur Pelaksanaan Strategi Pembelajaran. *Jurnal Mudarrisuna* 7 (1), 47–65. https://eprints.uns.ac.id/1754/.

Said, A. 2018. Kepemimpinan Kepala Sekolah Dalam Melestarikan Budaya Mutu Sekolah." *EVALUASI: Jurnal Manajemen Pendidikan Islam* 2 (1): 257-273.

Setyowati, E. 20012. Pendidikan Budi Pekerti Menjadi Mata Pelajaran Di Sekolah. *Lembaran Ilmu Kependidikan* 38 (2), 148–54.

Sholeh, M. 2017. Keefektifan Peran Kepala Sekolah Dalam Meningkatkan Kinerja Guru. *Jurnal Dinamika Manajemen Pendidikan* 1 (1), 41. https://doi.org/10.26740/jdmp.v1n1.p41-54.

Sukardi. 2013. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*. Yogyakarta: Bumi Aksara.

Sulasmi, Emilda, A. Akrim, and G. Gunawan. 2019. "Konsep Pendidikan Humanis Dalam Pengelolaan Pendidikan Di Indonesia." *Kumpulan Buku Dosen* 1(1).

Suprihatin, Suprihatin. 2019. Peranan Guru Pendidikan Agama Islam Dalam Membina Akhlaqul Karimah Siswa. *At-Tajdid : Jurnal Pendidikan Dan Pemikiran Islam* 3 (01), 50. https://doi.org/10.24127/att.v3i01.976.

Suradji, M. 2017. Upaya Guru Agama Islam Dalam Membina Akhlaq Siswa. *DAR EL-ILMI: Jurnal Stud,* 18–34.

Syahputra, A. 2021. Meningkatkan Keterampilan Mengajar Guru Bidang Studi Agama Melalui Pembimbingan Dan Praktek Mengajar. *Continuous Education: Journal of Science and Research* 2 (3),: 1–15. https://doi.org/10.51178/ce.v2i3.312.

Tambak, S. 2013. *Membangun Bangsa Melalui Pendidikan*. Graha Ilmu.

Tanzeh, A., and Suyitno. 2016. *Dasar-Dasar Penelitian*. Lembaga Kajian Agama dan Filsafat (eLKAF).

Wahidi, R. 2014. Konsep-Konsep Dasar Pendidikan Islam Terpadu. (*AL-AFKAR, Jurnal Keislaman dan Peradaban,* 3(1).

Yudiaatmaja, F. 2013. *Analisis Regresi Dengan Menggunakan Aplikasi Komputer Statistik SPSS*. Gramedia Pustaka Utama.

Zuriah, N. 2015. *Pendidikan Moral Dan Budi Pekerti dalam perspektif perubahan.* PT Bumi Aksara.