

ABSTRACT

RELATIONSHIPS BETWEEN BEHAVIOR OF CHARACTER WITH ATTITUDE, INTERESTS, AND STUDENT SELF CONCEPT USING GUIDING INQUIRY METHOD BASED ON CHARACTER EDUCATION

By

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Function and purpose implementation of education at every level of school not only emphasizes the cognitive abilities but also on the development of students character. Based on this, researchers are trying to do research to determine the relationship between the behavior of character with attitudes, interests, and students self concept using guiding inquiry methods based on character education.

This research aims to: identify the relationship between the behavior of character with attitudes, interests, and students self concept after applied learning using guiding inquiry methods based on character education. The research do in SMP Negeri 5 Bandar Lampung, using an experimental class (class VII A) with a sample size of 29 students. At the time of the learning process takes place teachers observe the behavior of students character, other than teachers the student were also given chance to assess the characteristic behavior of his friends (peer Assessment). After three meetings face to face use guiding inquiry methods based on character education students were given affective competencies questionnaires student which includes attitudes questionnaire, interests, and self concept. So that obtain behavioral data, attitude data, interest data, and student self-concept data are then processed by correlation test.

The results showed that: (1) There is a positive relationship between the behavior of character with an students attitude through guiding inquiry learning based on character education, and its relationship is low with values of r calculated for 0.301, (2) There is a positive relationship between the behavior of character with the student interest through guiding inquiry learning based on character education and its relationship is vey low with value of r calculated for 0,191, (3) There is a positive relationship between the behavior of character with the student self concept through guiding inquiry learning based on character education, and its relationship is low with value of r calculated for 0.342, (4) the behavior of character who dominan is responsible with value of peer assessment for 3,43 and value of teacher for 3,61.

Keywords: character education, affective competencies, attitudes, interests, and self concept.