

## **The Impact of Character Education Policy on the Moral Formation of Children in West Java**

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### **Abstract**

This observe investigates the impact of man or woman education rules on the ethical and socio-emotional improvement of kids in West Java, Indonesia. Through a complete analysis encompassing descriptive statistics, paired-samples t-assessments, regression analyses, ANCOVA, and Pearson correlational analyses, the examine explores the efficacy of character education programs in enhancing empathy stages, ethical reasoning abilities, and prosocial behaviors amongst contributors. The findings display vast enhancements in empathy scores following participation in man or woman schooling projects, with both person education publicity and parental involvement identified as key predictors of ethical reasoning abilities. The look at additionally highlights the nice correlations between person schooling publicity, parental involvement, and empathy ratings, underscoring the interconnectedness of these elements in promoting moral values and social-emotional nicely-being among youngsters. These insights contribute to the discourse on man or woman training and tell techniques for fostering holistic development and responsible citizenship.

**Keywords:** Character Education, Moral Development, Empathy, West Java

### **Introduction**

Character education plays a essential position in shaping the moral and ethical development of youngsters, contributing extensively to their universal well-being and societal contributions. In West Java, Indonesia, the implementation of man or woman training rules has been a focal point in nurturing responsible, compassionate, and morally upright residents. This introduction targets to explore the impact of character training coverage on the moral formation of youngsters in West Java, drawing on latest research and applicable literature to offer a complete information of this vital subject matter.

The idea of character schooling has gained increasing interest in instructional discourse globally, with a developing reputation of the want to cultivate values, virtues, and moral standards alongside academic learning (Lamb et al., 2021). According to Brainard (2021), individual training encompasses the planned effort to instill center values including appreciate, duty, equity, being

concerned, and citizenship in students, preparing them to navigate life's challenges with integrity and empathy. In Indonesia, the National Education Law (No. 20/2003) emphasizes the importance of character training as a fundamental component of the education machine, aiming to nurture morally upright people who make a contribution definitely to society (Gunawan & Fajri, 2023; Arthur, 2021).

West Java, as certainly one of Indonesia's maximum populous provinces with a diverse cultural heritage, has prioritized individual training regulations as a part of its educational reform efforts (Akala, 2021; Fiharsono, 2021). The Provincial Government of West Java has implemented diverse packages and projects to integrate character schooling into faculty curricula and extracurricular activities. For example, the "West Java Character School" software launched in 2018 specializes in fostering character improvement via values-based totally teaching, network carrier tasks, and scholar leadership projects (Ciarla, 2023).

Recent studies have highlighted the high-quality impact of person training regulations on the moral formation of youngsters in West Java (Kartini et al., 2024; Muliawan et al., 2022). A research have a look at via Anggadwita et al. (2021) conducted in several colleges across the province observed that students exposed to structured man or woman education packages exhibited better stages of empathy, moral reasoning, and prosocial conduct as compared to the ones with out such interventions. This underscores the effectiveness of focused character schooling initiatives in nurturing desirable ethical tendencies and values among young rookies. (Silva et al., 2024; Amzat, 2022).

Furthermore, the mixing of individual education into the broader instructional framework aligns with Indonesia's Sustainable Development Goals (SDGs), in particular Goal 4 on Quality Education and Goal sixteen on Peace, Justice, and Strong Institutions (Milton, 2021; Chaleta et al., 2021). The United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasizes the function of training in promoting moral values, intercultural knowledge, and responsible citizenship, highlighting man or woman training as a key driving force of societal progress and concord (Schugurensky & Wolhuter, 2020; Bhuttah et al., 2020).

In addition to formal schooling, individual training regulations in West Java expand to network engagement and collaboration with mother and father, religious establishments, and civil society agencies (Makruf & Asrori, 2022). The involvement of more than one stakeholder guarantees a holistic technique to moral improvement, as noted by means of Aliyyah et al. (2020) in a overview of individual schooling tasks inside the province. Collaborative efforts between faculties, families, and communities create a supportive environment that reinforces moral values and fosters a sense of belonging and social responsibility among kids.

Moreover, the COVID-19 pandemic has accentuated the significance of man or woman schooling in navigating crises and fostering resilience amongst young people. Research via De Bruyn & Mestry (2020) highlights the role of man or woman schooling in promoting adaptability, empathy, and ethical decision-making for the duration of difficult times, emphasizing the want for non-stop investment in man or woman development initiatives.

Despite the fantastic effects related to individual education regulations in West Java, demanding situations and areas for improvement remain. For instance, ensuring the consistency and sustainability of character training programs across faculties and areas calls for ongoing tracking, assessment, and professional improvement for educators (Thibault, 2020). Additionally, addressing cultural diversity and promoting inclusivity inside individual education frameworks is

important to ensure that values are contextualized and relevant to all college students, irrespective of background or ideals.

### Methodology

The research technique used in this look at includes a purposive sampling approach which become chosen to choose contributors from various colleges in West Java that put in force man or woman training rules. A total of three hundred participants aged 7-12 years had been decided on based totally on their lively participation inside the character schooling software. The essential tool used is a based questionnaire that consists of demographic facts, perceptions of character schooling, ethical reasoning scenarios, and said behavior associated with empathy, duty, and recognize. The validity of the tool was tested thru content validity concerning a panel of professionals inside the fields of character education, psychology and academic size. Pilot trials had been also finished with small samples to improve the nice of the questionnaire. Statistical analysis carried out protected descriptive facts, t-test for comparison of rankings among organizations, regression evaluation to explore predictive elements for ethical reasoning abilities, correlation evaluation to test the connection among variables, ANOVA to decide tremendous differences in ethical reasoning scores among faculties, and ANCOVA to manipulate confounding variables. This method offers an in-depth knowledge of the effectiveness of individual training rules in forming moral values and behavior in children in West Java.

### Results and Discussion

Table 1. Descriptive Statistics of Participants' Characteristics

Characteristic	Mean	Standard Deviation	Minimum	Maximum
Age (years)	9.7	1.5	7	12
Gender (1=Male, 2=Female)	1.4	0.5	1	2
Education Level (1=Primary, 2=Secondary)	1.8	0.4	1	2
Parental Involvement	3.2	0.8	1	5

The table 1 shows descriptive statistics for participants' age, gender, education level, and parental engagement. The average age of participants was 9.7 years, with a standard deviation of 1.5 years, showing a rather narrow age range within the sample. The majority of participants were male (classified as 1), as evidenced by a mean gender value of 1.4. In terms of education level, the majority of participants were in secondary school (classified as 2), with an average education level of 1.8. Parental involvement scores varied from 1 to 5, with an average of 3.2, indicating modest parental involvement in their children's education.

Table 2. Paired-Samples T-Test Results for Empathy Scores Before and After Character Education Program

Variable	Mean Before	Mean After	Difference	Standard Deviation	t-value	p-value
Empathy Scores	35.6	41.2	5.6	3.2	4.55	<0.001

The table 2 shows the results of a paired-samples t-test to compare empathy levels before and after participating in a character education program. Participants scored an average of 35.6 on empathy before the training, which climbed dramatically to 41.2 after the session, resulting in a 5.6 mean difference. The standard deviation of the difference in empathy ratings was 3.2. The t-value of

4.55 indicates a statistically significant difference between the two means, and the associated p-value of less than 0.001 provides strong evidence to reject the null hypothesis of no difference. As a result, we may conclude that participating in the character education program significantly increased participants' empathy levels.

These results illustrate the effectiveness of the character education program in developing empathy among children in West Java, confirming the value of character education initiatives in encouraging positive social and emotional development.

Table 3. Regression Analysis Results Predicting Moral Reasoning Abilities from Character Education Exposure and Parental Involvement

Predictor Variables	Coefficient ( $\beta$ )	Standard Error	t-value	p-value
Character Education Exposure	3.21	0.45	7.12	<0.001
Parental Involvement	1.98	0.62	3.19	0.002
Constant	12.45	2.30	5.41	<0.001

The table 3 shows the findings of a multiple regression analysis that predicts moral reasoning ability among West Java children depending on character education exposure and parental engagement. Character education exposure has a coefficient ( $\beta$ ) of 3.21, meaning that a one-unit increase in exposure leads to a 3.21 unit increase in moral reasoning abilities, when other variables remain constant. The coefficient is statistically significant, with a t-value of 7.12 and a p-value less than 0.001, showing a strong positive association.

Similarly, the coefficient for parental participation is 1.98, indicating that a one-unit increase in parental involvement corresponds to a 1.98 unit increase in moral reasoning ability when all other factors are held constant. This coefficient is also statistically significant (t-value = 3.19, p-value = 0.002), indicating a strong beneficial impact on moral reasoning ability. The regression model's constant term indicates the baseline level of moral reasoning abilities when all predictor variables are zero. In this situation, the constant is 12.45, with a statistically significant t-value of 5.41 and a p-value of <0.001.

Table 4. ANCOVA Results for Moral Reasoning Abilities by School Type, Controlling for Age and Gender

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-value	p-value
Between Groups (School Type)	225.4	2	112.7	4.87	0.008
Covariates (Age, Gender)	48.2	2	24.1		
Residuals	530.9	295	1.80		
Total	804.5	299			

The table 4 shows the findings of an ANCOVA that assessed moral reasoning ability among students in West Java by school type, controlling for age and gender as factors. The ANCOVA demonstrated a statistically significant difference across groups (school types) in terms of moral reasoning ability, as indicated by the F-value of 4.87 and the p-value of 0.008, indicating a significant effect.

Furthermore, the factors age and gender were included in the study to account for their potential influence on moral reasoning ability. The sum of squares for variables (48.2) indicates the variation

in moral reasoning abilities due to age and gender. Although the F-value and p-value for the covariates are not shown in the table, their inclusion in the ANCOVA helps to account for potential confounding effects.

The residuals in the ANCOVA show unexplained variation in moral reasoning abilities after controlling for school type, age, and gender. The entire sum of squares represents the overall variation in moral reasoning abilities among all individuals.

Table 5. Pearson Correlation Coefficients Between Variables

Variable 1	Variable 2	Pearson Correlation Coefficient (r)	p-value
Character Education Exposure	Empathy Scores	0.62	<0.001
Parental Involvement	Empathy Scores	0.48	0.005
Age	Empathy Scores	-0.30	0.032

The table 5 shows Pearson correlation coefficients for variables such as character education exposure, parental participation, age, and empathy scores among West Java children. The correlation coefficient (r) measures the degree and direction of a linear relationship between two variables and has values ranging from -1 to +1.

The correlation coefficient between character education exposure and empathy scores is 0.62, showing a significant positive relationship. This shows that people who have received more character education had better empathy scores. The associated p-value of less than 0.001 shows that the association is statistically significant.

Similarly, the correlation between parental participation and empathy scores is 0.48, showing a moderately good relationship. This implies that higher levels of parental involvement correlate with better empathy scores among participants. This correlation is also statistically significant (p-value = 0.005). Furthermore, the correlation coefficient between age and empathy scores is -0.30, showing a moderately negative relationship. This shows that elderly people have slightly lower empathy levels. Although the correlation is statistically significant (p-value = 0.032), the magnitude of the correlation is smaller than the correlations with character education exposure and parental participation.

### Conclusion

This research concludes that man or woman training regulations and applications have a great positive impact on the moral development and socio-emotional outcomes of youngsters in West Java. The effects of the statistical analysis showed a extensive increase in empathy rankings after participation within the person training application, confirming the effectiveness of the initiative in increasing children's empathy stages. Regression analysis additionally revealed that publicity to character training and parental involvement have been tremendous predictors of moral reasoning competencies amongst kids, highlighting the significance of formal academic interventions and circle of relatives support in shaping moral choice-making capabilities. Findings from the Pearson correlation analysis additionally confirmed a tremendous courting among exposure to individual schooling, parental involvement, and empathy rankings, indicating the interconnectedness of those factors in encouraging prosocial conduct and moral values among youngsters. This examine makes an essential contribution in knowledge the role of man or woman schooling in the formation of responsible and empathetic people, and emphasizes the importance of a holistic method regarding formal training, own family and a supportive faculty environment to achieve moral and social dreams in West Java.

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