Habituation of character values in junior high school students

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Abstract

The purpose of this study was to analyse the habituation of character education in students by paying attention to factors influencing them to deviate from character values. The study employed a mixed-method approach. The qualitative approach involved 28 participants (teachers and students). While in the quantitative study, 65 students were purposively selected as respondents. Qualitative data were analysed through some stages, including data presentation, data reduction, conclusion and verification, while the quantitative data was processed using linear regression statistics assisted by Statistical Package for the Social Sciences and STATA software to analyse the influences of variables identified from qualitative data collection and to measure how influential independent variables on dependent variables are. The findings show that the factor leading to the deviation of character values at school is the diversity of cultural backgrounds applied where students come from. Findings of the qualitative investigation show seven aspects influencing the character value deviation, including parents' attention, socialisation, media, consumerism behaviour, self-actualisation, economic status and family harmony. While the quantitative stage found that among seven investigated variables, four of them were significantly influential (parents' attention, socialisation, media and self-actualisation) and three others were not significantly influential (consumerism, economic status and family harmony) on the deviation of character values performed by students

Keywords: Character value deviation, educational value, habituation.

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1. Introduction

A school, as one of the community groups, has normative rules which support educational programmes. The rules can be in the form of a code of conduct formulated by school communities as a social group or in the form of social rules that generally apply as school exists among societies, which also have a value system. When the actors (students) do not obey the rules or the existing social convention, social deviation emerges. Children's attitudes deviating from the character values automatically break the agreed norms or rules. People generally define something influential on themselves based on the facts they observe, as mentioned by Mead in Ritzer (2015) that humans act according to what they have seen in the real world and how beneficial it is for them. Dialectically, habitus means the product resulted from the internalisation of the social world structure. In other words, habitus is a social structure that is internalised and realised (Bourdieu in Ritzer, 2015). Takwin (2006) explained habitus as tools owned by every human, allowing them to perform various activities in societies. Bourdieu defined habitus as a particular characteristic attached to humans' bodies and souls (Scott, 2011). Bourdieu tries to merge actor and system so that the approach he introduces is referred to as genetic structuralism.

Habitus reflects the objective division of class structure based on some different aspects like age, gender, groups and social classes. Habitus is resulted from being in a particular social position for a long duration. As a consequence, each person will have different habitus depending on their position in society. Not all people have a similar habit, yet the ones with the same social status generally do. Thus, habitus can also be a collective phenomenon; habitus allows people to understand the social world, but because it has a massive number of types, the structure of social life cannot be uniform to all actors (Ritzer, 2015). Bourdieu explained the practical logic of social actors in the context of an unequal and conflictual social sphere (Haryatmoko, 2016). Haralambos and Holborn in Martono (2012) stated that habitus can be formulated as disposition systems (schemes of perception, thinking and acting that are absorbed and long-lasting). Bourdieu tries to understand society based on the concept of *habitus and field*, and strategies to achieve and maintain power. To explain habitus comprehensively, we need to understand the epistemology of history by investigating the practical relevance of a discourse (Haryatmoko, 2016).

There are sundry previous studies conducted about the habituation of educational value (Josua, Sunarti & Krisnatuti, 2019; Lisnawati, 2016; Saripudin & Komalasari, 2015; Wahono, Lestari, Suhardiyanto & Wardhani, 2018). The studies show that inculcating the educational value or social value should be done continuously, and it takes more time, as changing the behaviour of people needs more effort and time than changing cognitive skills. The previously mentioned studies show that habituation is one of the viable ways in which a value can be inculcated. Habituation can be implemented in various programmes, and school is one of the elements which must organise some programmes focusing on the habituation of educational value (Hermino & Arifin, 2020; Rahmawati, 2020; Wiyani, 2020).

The habituation of character values of students as actors or subjects at school needs the role and involvement of all parties. Teachers act as the agents as mentioned by Sanderse (2013) in his research titled *The Meaning of Role Modelling in Moral and Character Education*. This study concludes that the teacher is the most effective model in developing students' character and is present between habitus and social life. According to Bourdieu, habitus only 'suggests' what people should think about and what they should decide to do (Pula, 2020). Professional teachers have the responsibility to form a student's character and to shape them as mature humans (Koesoema, 2015). They need to have the

awareness and the ability to internalise values and attitude into students' daily life (Hurlock, 2002). Character occurs from basic development influenced by education (Dewantara, 2009).

2. Research Method

2.1. Research design

This study used the mixed-method research design by combining two different approaches, namely qualitative and quantitative. This research design aims to obtain a more comprehensive understanding of research problems and to examine the findings from two different approaches (Creswell, 2015). In this study, the quantitative method was embedded in the qualitative method. The study was conducted in Somba Opu District, Gowa Regency, at two different Junior High Schools (Junior High School 3 Sungguminasa and Junior High School 4 Sungguminasa).

2.2. Participants

The qualitative study involved 28 respondents (students and teachers), which consisted of 6 key informants, 8 main informants and 14 additional informants. The respondents of the quantitative investigation were 65 students who were selected through the purposive sampling technique.

2.3. Data collection

The primary data were directly obtained from interviews, questionnaires and observation, while the secondary data were collected from related documents. Data were collected through various methods, including observation, in-depth interview, checklist, questionnaire and documentation.

2.4. Research instruments

There are three kinds of instruments used: 1) the first scale is a demographic scale which aims to measure the demographic data of the respondents, like age, cases of values deviation, parents' background and deviation of character value. 2) The second scale aims to measure external and internal variables influencing character value. This scale was developed based on some scales evaluating the variables (Arambewela & Hall, 2013; Guagnano, Stern & Dietz, 1995; Nikou & Economides, 2017; Osterman, 2000). 3) The third scale aims as a guide to interview students and teachers as research participants. This scale was developed by the researcher based on the result of the observation.

2.5. Data analysis

The qualitative data were analysed through some stages consisting of data presentation, data reduction, conclusion and verification, while the quantitative data were processed through linear regression statistics aided by Statistical Package for the Social Sciences and STATA to see the influence of factors recorded from the qualitative stage and to measure the influence level of each independent variable on dependent variables. The validity of qualitative data was tested by triangulating the sources, times and methods.

3. Finding and Discussion

3.1. Deviation of character values performed by students at school

Character deviation is a condition when students as actors perform acts not appropriate with the agreed value system of school as regulated in the school's rules and manners. In this case, the actors act inappropriately, which can disadvantage themselves and others. Character values deviation identified in the data collection include the use of bad words, coming late to school, truancy, violence

(fighting), mocking other students, bringing and using illegal drugs, sucking glue, smoking, breaking the moral ethics (dating in classroom, watching porn videos, sexual harassment) and bullying.

Table 1. Deviation of values performed by students based on case notes of two academic years

No.	Schools	2017/2018			2019/2020		
		VII	VIII	IX	VII	VIII	IX
1.	Junior High School 3 Sungguminasa	289	183	132	312	198	156
2.	Junior High School 4 Sungguminasa	64	106	144	112	96	104

Based on the data of the above-mentioned two schools, in the academic year of 2017–2018, a unique fact can be seen in Junior High School 4 Sungguminasa, where most of the cases of deviation were performed by grade 9 students, and the higher the grade, the more cases occur. While in Junior High School 3 Sungguminasa, the deviation was dominantly performed by students in the seventh grade, and the lowest number of cases was shown by students in the ninth grade. However, in that school, the deviation was identified as those performed in groups so that it is predicted if there is a mutual influence among students to perform acts deviating from the values.

Eight students who fulfilled the criteria as main respondents mentioned that they came from different family backgrounds (habitus) in terms of social capital, cultural capital, symbolic capital and economic capital. Findings of the qualitative phase indicated that in terms of culture, their attitude was influenced by their contact with media (social media, internet and so on), which was for approximately 3 hours a day. In relation to social capital, their wide friendship links allowed many external factors potentially influencing them to deviate from the rules. All the eight main informants had wide friendship linkages in four different socialisation environments, including their own school, other schools, neighbourhood and virtual world (like the online game and social media). In terms of symbolic capital, there were two factors that led students to deviate from values at school, namely self-actualisation and family harmony. While the most influential aspect related to economic capital is the parents' economic status.

3.2. Dominant factors influencing students to deviate character values at school

School is the medium of different habitus brought about by students from various backgrounds to meet and interact. Students come to school along with their customs and cultures. The interaction process allows cooperation or conflict due to their origin habitus. According to Bourdieu, the individual nature field potentially leads to cooperation or conflict in their new environment. The condition also applies to individual development. Rahmat (2018) explains an approach about individual development stating that an individual basically tries to express his/her abilities, potentials and talents to reach the perfect or established level of personal development. This internal factor also influences students to deviate from character values. This study found factors from actors' inner self (internal) and outer self (external). Internal factors include 1) self-actualisation and 2) materialism, while the external factors include 1) parents' attention, 2) socialisation, 3) media, 4) economic status and 5) family harmony. To examine seven variables identified in the qualitative phase as presented earlier, we carried out a linear regression statistic test with univariate analysis, bivariate analysis and multivariate analysis through multiple logistic regression.

3.3. Univariate analysis

The univariate analysis aimed to describe the study in terms of the characteristics of respondents, samples and variables. The results are presented in Table 2.

Table 2. Distribution of junior high school students in Gowa Regency in 2019 based on their characteristics and research variables

Characteristics	n=65	%
Ages		
12 years old	5	7,7
13 years old	20	30,8
14 years old	18	27,7
15 years old	21	32,3
16 years old	1	1,5
Number of Cases of Values Deviation		
<10 cases	58	89,23
≥10 cases	7	10,77
Deviation of Character Values		
Serious	32	49,2
Moderate	27	41,5
Minor	6	9,2
Parents' Attention		
Less	28	43,1
Enough	37	56,9
Socialization		
High	48	73,8
Low	17	26,2
Media		
High	56	86,2
Low	9	13,8
Consumerism		
High	53	81,5
Low	12	18,5
Self-Actualisation		
High	57	87,7
Low	8	12,3
Economic Status		
High	48	73,8
Low	17	26,2
Family Harmony		
Not Harmonious	`17	26,2
Harmonious	48	73,8

3.4. Bivariate analysis

Bivariate analysis was carried out to investigate the effect of each independent variable (parents' attention, socialisation, media, consumerism, self-actualisation, economic status and family harmony) on the independent variable (deviation of character values). The result of the analysis is in the form of cross-tabulation between variables as described in Table 3.

Table 3. The influence of each variable on the deviation of character values performed by students in Gowa Regency in 2019

Variables	Deviation of Character Values						Total		ρ value
	Serious		Moderate		Minor				
	N	%	N	%	N	%	n=65	%	
Parents' Attention									0,000
Less	25	89,3	3	10,7	0	0	28	100	
Enough	7	18,9	24	64,9	6	16,2	37	100	
Socialization									0,000
High	30	62,5	17	35,4	1	2,1	48	100	
Low	2	11,8	10	58,8	5	29,4	17	100	
Media									0,001
High	32	57,1	21	37,5	3	5,4	56	100	
Low	0	0	6	66,7	3	33,3	9	100	
Consumerism									0,112
High	27	50,9	23	43,4	3	5,7	53	100	
Low	5	41,7	4	33,3	3	25,0	12	100	
Self Actualisation									0,005
High	31	54,4	23	40,4	3	5,3	57	100	
Low	1	12,5	4	50,0	3	37,5	8	100	
Economic Status									0,367
High	24	50,0	21	43,8	3	6,3	48	100	
Low	8	47,1	6	35,3	3	17,6	17	100	
Family Harmony									0,122
Not Harmonious	12	70,6	4	23,5	1	5,9	17	100	
Harmonious	20	41,7	23	47,9	5	10,4	48	100	

3.5. Multivariate analysis

The multivariate analysis aims to identify factors that dominantly influence dependent variables. It only analysed variables with a *p*-value < 0.05 using the multiple logistic regression method.

3.6. The selection of model candidates

Table 4. Selection of model candidates based on the influence of external and internal variables on character value deviation

No.	Sociocultural variables	*P* values
1	Parents' attention	0.000
2	Socialisation	0.000
3	Media	0.001
4	Consumerism	0.112[*]
5	Self-actualisation	0.005
6	Economic status	0.367*
7	Family harmony	0.112*

[*]Excluded if *p*-value > 0.05.

Based on the bivariate analysis, consumerism, economic status and family harmony show that the *p* values were >0.05; so, that those factors were eliminated in the following analysis.

3.7. Results of the multiple regression analysis

Table 5. Results of the multiple logistic regression analysis on the influence of external and internal variables on attitudes deviation character values performed by students

Independent Variables	Exp (B)	Std. Err.	T	Sig.	[95% Conf. Interval Lower	Upper
Parents' attention	0,721	0,117	6,14	0,000	0,486	0,955
Socialisation	0,345	0,151	2,28	0,026	0,420	0,648
Media	0,777	0,260	2,98	0,004	0,256	1,297
Self Actualisation	-0,404	0,283	-1,43	0,159	-0,971	0,163
Constant	-0,397	0,239	-1.66	0,102	0,-876	0,081

It means that the strongest influence on the deviation of character values was caused by low parents' attention, followed by media. The least influential factor was socialisation. Self-actualisation, based on the test, showed an influence but it was not strong. Bourdieu's theory of habitus states that each student already brings his/her own origin capitals when coming to a school where various habitus meet. The meeting can cause collaboration or conflict (Ritzer, 2015; Takwin, 2006). The interaction among students allows cooperation that can influence them deviate from character values. Students who frequently deviate from rules have a tendency to make friends with students who also usually perform such negative acts. Students who have never deviated from the values but interact with the ones who do so generally also end up with such bad habits. Some actions performed by students are contradicted with the norms applied in the area where they learn to do the action. There are some sources they learn from, including friends, neighbourhood, families, mass media and occupation group (Nairz-Wirth & Feldmann, 2017). According to a number of studies, a well-designed character education can reduce the rate of violence, truancy, bullying and vandalism in educational institutions (Jannakos in Koesoema, 2015). According to Wang and Goldberg (2017), factors lowering children's moral awareness include 1) lack of parents' attention, 2) media, 3) places they frequently visit (environment) and 4) materialism. Nairz-Wirth and Feldmann (2017) mentioned three important element-forming characters, which are parents, teacher and social environment. Koesoema (2015) argued that some factors outside the school also influence the students' character building, such as family, economic and social status, characteristics of the local community and the features of societies.

School, the medium where habitus meets, as an education institution has the authority to develop the character education and constrain the number of value deviation cases performed by students through intervention occupying the strong system it has. School programmes oriented towards students' education and the formation of character building and values are very potential to diminish the number of deviations performed by students. Wang and Goldberg (2017) stated that habitus is a set of the scheme which allows the agent to adapt by practicing some regular improvisation. Habitus is illustrated as a social structure that is internalised and realised. It is correlated with the interaction process due to the mutual needs among individuals by considering factors of loss and benefits as parts of the social interaction output according to Homans' exchange theory (Ritzer, 2015). Besides external factors, there are some internal factors influencing students' characters, including the physiological needs as mentioned by Maslow in Rahmat (2018), which is self-actualisation. This need can also trigger students to deviate from character values at school.

Samani and Hariyanto (2016) stated that heredity and environment also influence the character formation in children. Akbar (2000) shows that the ability to manage ourselves (*soft skill*) influences our success (80%). The above-mentioned aspects underlie the importance of character education and

character building that can bring a positive impact on students' future self-development that is not only for themselves but also for others. The theory of structural functionalism, by Talcott Parson in Ritzer (2015), states that the combination of value orientation patterns obtained by actors in socialisation, at a very important level, must function in the fundamental role structure and the dominant value of the social system. Parson focuses more on the system as a unity rather than on actors in the system. It is about how to control the actors, not to learn how actors create and maintain a system. This reflects how Parsons is committed to various problems that have been of historical concern to structural functionalism. Here is the school's role as an educational institution and character builder to habituate education through various intervening programmes. The intervention is expected to be entrenched so that finally it is performed consciously by all school communities.

The qualitative phase found that the initial capitals (social capital, cultural capital, symbolic capital and economic capital) brought about by students to the interaction inside and outside school potentially influence others to deviate from norms. Besides that, factors from students' inner self play an important role in the emergence of actions deviating values. Both internal (lack of parents' attention, socialisation, media, family harmony and economic status) and external (materialism and self-actualization) factors stimulate students to deviate from values

4. Conclusion and Recomendation

Deviation of character values performed by students at school is caused by the origin habitus brought about by students to a school where various habitus meet. The initial habitus can be different from social capitals, cultural capitals, symbolic capitals and economic capitals. School, as the medium where many habitus meet, has the authority to educate and build students' character through the habituation of character education by implementing programmes that positively intervene in students' activities. Dominant factors leading to the emergence of character value deviation performed by students at school according to the qualitative phase consisted of seven variables, including lack of parents' attention, socialisation, media, family harmony, economic status (external), materialism and self-actualisation (internal). The quantitative phase examined the qualitative findings and found that four out of seven independent variables, based on bivariate analysis, were influential. They were parents' attention, socialisation, media and self-actualisation. While the other three factors (family harmony, economic status and materialism) were not significantly influential. Furthermore, the multivariate analysis indicated that among four influential factors, three of them (parents' attention, socialisation and media) showed a strong influence, while the rest (self-actualisation) weakly influenced students to deviate from character values.

There are some recommendations offered based on the result of the studies. 1) It is necessary to carry out the socialisation of character education for all school stakeholders, parents and the community around the school. 2) It is necessary to design a character value development model in schools based on the innate assets of students to facilitate students according to their characteristics. 3) It is necessary to carry out monitoring and evaluation on an ongoing basis from the school, the education office and the community representatives of parents (committees) to improve character-based education management. 4) It is necessary to involve all parties (parents, educators and education personnel and the community) in planning, implementing and evaluating the course of education and character building at the educational unit level.

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