



## Factors Shaper The Character Of Buddhist Students At SMA Negeri 1 Donorojo

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### Abstract

Penelitian ini bertujuan untuk mengetahui apa saja faktor-faktor pembentuk karakter siswa beragama Buddha di SMA Negeri 1 Donorojo. Penelitian ini menggunakan metode kuantitatif dengan jenis penelitian deskriptif analisis faktor *Exploratory factor Analysis* (EFA). Subyek dalam penelitian ini adalah siswa beragama Buddha di SMA Negeri 1 Donorojo yang berjumlah 62 siswa. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan angket. Hasil analisis data menunjukkan KMO sebesar  $0,787 \geq 0,5$ , *Bartlett's Test of Sphericity* sebesar 1230,920, *Measure Sampling Adequacy* (MSA)  $> 0,3$  dan Reliabilitas instrument *cronbach's alpha* sebesar  $0,890 > 0,6$ . Hasil penelitian menunjukkan terdapat dua belas faktor pembentuk karakter siswa yaitu faktor kehendak positif, faktor kurangnya perhatian keluarga, faktor dukungan lingkungan tempat tinggal, faktor suara batin atau suara hati, faktor kebiasaan, faktor keturunan positif, faktor keluarga positif, faktor lingkungan sekolah, faktor lingkungan masyarakat, faktor kehendak negatif dan faktor lingkungan fisik. Dari kedua belas faktor tersebut yang paling dominan dan memiliki nilai *eigenvalue* paling besar 8,178 yaitu faktor kehendak positif. *Cumulative percentage og variance* semua data sebesar 76,259%.

**Kata Kunci:** Faktor, Karakter, Siswa beragama Buddha

### Abstract

*This study aims to find out what are the factors that shape the character of Buddhist students at SMA Negeri 1 Donorojo. This research uses quantitative methods with a type of descriptive research factor analysis Exploratory factor Analysis (EFA). The subjects in this study were 62 Buddhist students at SMA Negeri 1 Donorojo. The data collection techniques used were observation, interviews and questionnaires. The results of data analysis showed KMO of  $0.787 \geq 0.5$ , Bartlett's Test of Sphericity of 1230.920, Measure Sampling Adequacy (MSA) of  $> 0.3$  and Reliability of Cronbach's alpha instrument of  $0.890 > 0.6$ . The results showed that there were twelve factors forming student character, namely positive will factors, family inattention factors, environmental support factors, inner voice or conscience factors, habit factors, positive hereditary factors, positive family factors, school environment factors, community environment factors, negative will factors and physical environment factors. Of the twelve factors, the most dominant and has the greatest eigenvalue of 8,178 is the positive will factor. Cumulative percentage og variance of all data amounted to 76.259%.*

**Keywords:** Factors, Character, Buddhist Students

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## INTRODUCTION

Education is a learning process for students to be able to adapt to the environment so as to cause changes along with the times (Salam, 2019). Through education, it is useful to develop all the potential of students so that they have high competitiveness along with the times.

Education has two important goals, namely to make children smart and better. Education helps every human being become smart and helps humans become good (Nandini et al., 2022). Forming an intelligent human being will be easier, but forming a good human being is more difficult to do. Intelligent humans can be done by studying seriously, forming good humans by having nature, character, morals (*sila*) and wisdom (*panna*).

The world of education cannot be separated from the formation of student character. One of the shapes of student character is through education in schools, especially in the subjects of Buddhist education and ethics. Buddhist education and ethics in schools not only teach about learning but also teach about character building. Buddhist education and ethics not only transfer of value but also instill good habits, shape one's character so as to form positive habits that become the character of Buddhist students (Sadtyadi, 2020). The success of the learning process is marked by changes in the field of knowledge, skills and attitudes of students. Through learning at school, students can gain knowledge from those who do not know to know, do not have skills to have skills and experience changes in better behavior (Darma & Rani, 2020).

Law Number 20 of 2003 article 3 concerning the National Education System states that national education has the function of developing abilities and shaping the character and civilization of a dignified nation in order to educate the nation's life, the purpose of developing the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and be democratic and responsible citizens. According to Ki Hajar Dewantara, character education is an effort to develop a person's ethics, intelligence, mind, and physique for the better in order to be able to live a life that is in accordance with the environment and society (Acetylena, 2018). So it can be concluded that character education is the development of potential that exists in students in the future with habits carried out by students' own awareness and attitudes which can later be done in the environment and society.

The development of education is related to the character of students at this time, in fact there are still educational problems, one of which is about behavior or morals. There are two factors that shape student character, namely internal factors and external factors. Internal factors are factors forming character from within while external factors are forming factors from outside students. Internal factors include instincts and instincts, customs or habits, will or will, inner voice or conscience and heredity. External factors include parents, family, community environment and school environment (Nantara, 2022).

Based on several interviews and observations that have been made, there are student characters such as enthusiasm for learning, lazy in learning, honest during semester exam assessments, dishonest during semester exams, discipline in following learning, not discipline in following learning, there are some students falling asleep during learning, some are serious in following learning, taking stationery belonging to their friends, talk rudely with his friend, do not do tasks, doubt himself and so on. Teachers have played a role in shaping student character with several activities that have been carried out for that it is necessary to know other factors that shape student character.

Previous research conducted by Putri Nandini, Supriadi, Darul Ilmi, Arifmiboy with the title "Analysis of Factors Influencing Religious Character Formation in MAN 2 Bukittinggi Students" in 2022. The research equation both examines the factors that make up student character, and the research method is the same as the quantitative method of factorial analysis. The difference lies in the object studied, the research is only on the religious character of students, and the subjects studied are Muslim students while this study the subjects are Buddhist students.

Research conducted by Suparno entitled "Analysis of Factors Forming Smart Character of Students in Integrated Islamic Schools" in 2018. The similarity of the study both examines the factors forming the character of students in school. The difference lies in the subjects studied, in the study are junior high school students while in this study are upper secondary students and the method used in the study is *expost facto* quantitative while in this study is factorial analysis.

Based on existing problems and supported by relevant research for that, researchers want to examine what are the factors that influence the character formation of Buddhist students at SMA Negeri 1 Donorojo.

## **METHOD**

This research uses a quantitative approach method with a type of quantitative descriptive research. Quantitative methods are research methods based on the philosophy of positivism used to examine certain populations or samples, data collection using research instruments, quantitative or statistical data analysis, with the aim of describing and testing established hypotheses (Sugiyono, 2018).

The place of this research was carried out at SMA Negeri 1 Donorojo located in Jepara Regency, Central Java Province. The time for this research is carried out for six months starting in November 2023 until April 2024. The population in this study was all Buddhist students at SMA Negeri 1 Donorojo which amounted to 62 students. This study was conducted with the number of samples, as subjects. The subjects of this study were all Buddhist students at SMA Negeri 1 Donorojo. The data collection techniques used were observation, interviews and questionnaires

Observation is a data collection technique obtained by observing the object to be studied, analyzing and recording the findings at the research site (Jaya, 2020). This observation was made by observing the research subjects, namely observing Buddhist

students at SMA Negeri 1 Donorojo. Interview is a data collection technique if the researcher will conduct a preliminary study to find the problem you want to research, want to know things more deeply and the respondents are few or small. Interviews were conducted in this study during a preliminary study by interviewing Buddhist teachers, counseling guidance teachers, and one Buddhist student. Questionnaires in the form of open or closed questions, can be given directly or by post or internet (Sugiyono, 2018). Questionnaires are used as data collection of factors forming student character.

**RESULTS AND DISCUSSION**

**Research findings**

Before the factor analysis is carried out, the instrument validity and instrument reliability tests are carried out. Based on the results of the content validity test that has been carried out, the results of the aiken index analysis of the validity of the entire content of the instrument item are valid because  $V > 0.75$ . This is in line with the theory that states that the validity of the content is obtained from the study and revision of instrument items by professional experts whether they have measured what should be measured (Suryabrata, 2016). Content validity is carried out to experts or validators who have been determined as a way to review valid instrument items.

After testing the validity of the content, the validity test of the Construct is carried out. The validity construct used in this study uses Exploratory Factor Analysis with the SPSS for windows release 25.0 program. The basic criterion for whether an instrument is valid or not is if it has a > charge factor of 0.3 or has a factor charge of 0.5 (Azwar, 2015). The validity test phase of Construct is KMO calculation, Bartlett's Test of Sphericity and anti image or Measure Sampling Adequacy (MSA).

Table 1. KMO and Bartlett's test results

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.787
Bartlett's Test of Sphericity	Approx. Chi-Square	1230.920
	df	630
	Sig.	.000

Source: Data processed by researchers with SPSS 25

Based on the results of data processing using SPSS for windows release 25.0 shows that the KMO value is 0.787 which means that the KMO value is  $\geq 0.5$ , Bartlett's Test of Sphericity is 1230.920 with a significance of 0.000. So it can be interpreted that the significant value of Bartlett's Test of Sphericity  $\leq 0.05$ . The results of calculating the Measure Sampling Adequacy (MSA) value show that all statement items have an MSA value of  $> 0.3$ . So it can be concluded that each charge item is valid. After the Construct validity test, the instrument reliability test obtained a Cronbach's alpha value of  $0.890 > 0.6$  which stated that the instrument was declared reliable. So that factor analysis can be carried out as follows:

### A. Factor Extraction Calculation

Based on data processing that has been carried out using SPSS for windows release 25.0, it can be concluded that there are 12 factors forming the character of Buddhist students at SMA Negeri 1 Donorojo. Of the twelve factors, the highest eigenvalue was 8.178 and the smallest was 1.017. The highest % of Variance value is 22.717 and the smallest is 2.825. The highest cumulative % was 22,717 and the lowest was 76,259. These twelve factors were able to explain the variation (Cumulative percentage og variance) of all data used by 76.259%. While the system is influenced by other factors from outside this study.

### B. Calculation of Rotation Factor

Based on data processing that has been carried out using SPSS for windows release 25.0, it can be concluded that there are twelve factors that can form the character of Buddhist students at SMA Negeri 1 Donorojo. The first factor is contained in points 11,31, 1, 9, 7, 23, 4, 28, 15, 27, 21. The second factor is contained in points 32, 26, 28, 24, 14, 30. The third factor is found in points 1, 33, 35, 15. The fourth factor is contained in points 16, 17, 15. The fifth factor is contained in points 7, 23, 5, 6, 10. The sixth factor is found in points 17 and 19. The seventh factor is contained in points 20, 18, 22. The eighth factor is contained in points 7, 25, 27. The ninth factor is contained in points 30, 21, 22. The tenth factor is found in points 30, 29, 13. The eleventh factor is found in points 12 and 8. The twelfth fator is found in points 28, 5 and 36.

### C. Calculation of Interpretation of Factors

Factor interpretation aims to give the name or grouping of factors from the results of factor rotation. The interpretation of factors is adjusted to the question items formed. Factor naming there is no standard or reference according to the indicators written in the statement. Here's a table of factor interpretations.

Table 2. Factor Interpretation Table

Factor Name	Eigenvalue	Statement	Loading Factor	Factor Name	Eigenvalue	Statement	Loading Factor
Factor 1	8.178	Item 11	0,616	Factor 5	1.869	Item 7	0,311
		Item 31	0,588			Item 23	0,312
		Item 1	0,515			Item 5	0,356
		Item 9	0,481			Item 6	0,737
		Item 7	0,414			Item 10	0,654
		Item 23	0,369	Factor 6	1.653	Item 17	0,366
		Item 4	0,342			Item 19	0,905
		Item 28	0,371	Factor 7	1.439	Item 20	0,706
Item 15	0,368	Item 18	0,533				
Item 27	0,487	Item 22	0,509				

		Item 21	0,323	Factor 8	1.407	Item 7	0,305
						Item 25	0,866
Factor 2	3.397	Item 32	0,343			Item 27	0,633
		Item 26	0,644				
		Item 28	0,643				
		Item 24	0,622				
		Item 14	0,553				
		Item 30	0,442	Factor 9	1.291	Item 30	0,305
						Item 21	0,904
						Item 22	0,562
				Factor 10	1.184	Item 30	0,308
Factor 3	2.595	Item 1	0,405			Item 29	0,629
		Item 33	0,668			Item 13	0,517
		Item 35	0,641				
		Item 15	0,345	Factor 11	1.077	Item 12	0,759
						Item 8	0,527
Factor 4	2.346	Item 16	0,865	Factor 12	1.017	Item 28	0,400
		Item 17	0,790			Item 5	0,321
		Item 15	0,436				

Source: Data processed by researchers

Based on the data analysis that has been carried out, twelve factors forming the character of Buddhist students at SMA Negeri 1 Donorjo from eight predetermined indicators. These factors are as follows:

#### 1. Positive Will Factor

The factor is named the positive will factor because the most dominant factor has the highest loading factor value of 0.616 in question point number 11 in the will indicator with an eigenvalue of 8.178. As for those included in this factor indicator is someone who has a helper character (11) with a loding factor of 0.616; honest (31) with a loding factor of 0.588; sociable (1) with a loding factor of 0.512; discipline (9) with a loding factor of 0.481; religious (7) with a loding factor of 0.414; discipline (23) with loding factor 0.369; honest (4) with a loding factor of 0.342; easy to believe (28) with loding factor 0.371; spirit (15) with a loding factor of 0.368; honest (27) with a loding factor of 0.487; firm stance (21) with a loding factor of 0.323.

The positive will factor is a factor that forms a person's character from within or is referred to as an internal factor. This result is in line with the theory that states that the will is the desire to do all good or bad actions even though there are various obstacles and difficulties (Rudiyanto & Kasanova, 2021). So it can be said that students who have a

helpful, honest, sociable, disciplined, religious, easy to trust, enthusiastic and firm stance can be formed because of positive will factors.

## 2. Family Inattention Factor

The factor is given the naming of the family inattention factor because the most dominant factor has the highest loading factor value of 0.644 in question point number 26 in the family environment indicator with an eigenvalue of 3,397. Those included in this factor indicator are liars (32) with a loading factor of 0.343; rough (26) with a loading factor of 0.644; easy to believe (28) with a loading factor of 0.643; indiscipline (24) with a loading factor of 0.622; stupid (14) with a loading factor of 0.553; irritability (30) with a loading factor of 0.442.

The factor of lack of family attention is a factor forming a person's character from outside oneself or referred to as external factors. These results are in line with the theory that states that parental or family attitudes and parenting styles can be imitated by children so that they can affect the formation of children's character (Sularto et al., 2020). So it can be said that students who have a liar, rude, trusting, indisciplinary, stupid, irritable character are formed because of negative family environment factors.

## 3. Residential Environment Support Factors

The factor is given the naming of the environmental support factor because the most dominant factor has the highest loading factor value of 0.668 in question point number 33 in the physical environment indicator with an eigenvalue of 2.595. As for those included in the indicators of this factor are sociable (1) with a loading factor of 0.405; adaptable (33) with a loading factor of 0.668; discipline (35) with a loading factor of 0.641; spirit (15) with a loading factor of 0.345.

Environmental support factors are factors that form a person's character from outside themselves or referred to as external factors. These results are in line with the theory that states that the physical environment is the environment of the area where a person lives, which can affect character formation (Nawali, 2018). So it can be said that students who have a sociable, adaptable character and enthusiasm are formed due to positive physical environmental factors.

## 4. Inner Voice or Conscience Factor

The factor is given the naming of the inner voice or conscience factor because the most dominant factor has the highest factor loading value of 0.865 in question point number 16 in the indicator of inner voice or conscience with an eigenvalue of 2.346. Those included in this factor indicator are spreaders (16) with a loading factor of 0.865; spreader (17) with a loading factor of 0.790; spirit (15) with a loading factor of 0.436.

The inner voice factor or inner voice is a factor forming a person's character from within or referred to as internal factors. These results are in line with the theory that states that inner voice or conscience binds a person when he wants to do good or bad

deeds (Zubaedi, 2015). So it can be said that students who have a patient character and spirit are formed due to the factor of inner voice or conscience.

## 5. Habitual Factors

The factor is named the habit factor because the most dominant factor has the highest loading factor value of 0.737 in question point number 5 in the habit indicator with an eigenvalue of 1.869. Those included in this factor indicator are religious items (7) with a loading factor of 0.311; discipline (23) with a loading factor of 0.312; religious (5) with a loading factor of 0.356; timely (6) with a loading factor of 0.737; wise (10) with a loading factor of 0.654.

Habitual factors are factors that form a person's character from within or are referred to as internal factors. These results are in line with the theory that habits are actions that are often done repeatedly so that a person's attitude and behavior are related to habit factors (Gunawan, 2022). So it can be said that students who have religious, disciplined, punctual and wise characters are formed due to habitual factors.

## 6. Positive Heredity

The factor is given the name positive hereditary factor because the most dominant factor has the highest factor loading value of 0.905 in question point number 19 in the hereditary indicator with an eigenvalue of 1.653. Those included in this factor indicator are patience (17) with a loading factor of 0.366; spirit (19) with a loading factor of 0.905.

Hereditary factors are factors that form a person's character from within themselves or referred to as internal factors. These results are in line with the theory that states that heredity is an attitude or behavior inherited from both parents, which can affect individual attitudes, behaviors or actions (Taib et al., 2020). So it can be said that students who have patient character and enthusiasm are formed due to positive heredity.

## 7. Negative Heredity

The factor is given the name negative hereditary factor because the most dominant factor has the highest factor loading value of 0.706 in question item number 20 in the hereditary indicator with an eigenvalue of 1.439. Those included in the indicator of this factor are idlers (20) with a loading factor of 0.706; emotional (18) with a loading factor of 0.533; liar (22) with a loading factor of 0.509.

Hereditary factors are factors that form a person's character from within themselves or referred to as internal factors. These results are in line with the theory that biological or hereditary characters are traits or traits inherited from parents, such as genetic, physical and psychological (Hutagalung & Simatupang, 2022). So it can be said that students who have lazy, emotional and liar characters are formed due to negative heredity.

## 8. Positive Family Environment Factors



The factor is named a positive family factor because the most dominant factor has the highest loading factor value of 0.866 in question point number 25 in the family indicator with an eigenvalue of 1.407. Those included in this factor indicator are religious (7) with a loading factor of 0.305; polite (25) with a loading factor of 0.866; honest (27) with a loading factor of 0.633.

Positive family environment factors are factors that form a person's character from outside themselves or referred to as external factors. These results are in line with the theory that states that the family environment is the initial place for character formation because children are raised by both parents and relatives (Suparno, 2018). So it can be said that students who have religious, polite and honest characters are formed due to positive heredity.

#### 9. School Environmental Factors

The factor is given the naming of family environment factors because the most dominant factor has the highest factor loading value of 0.904 in question point number 21 in the school environment indicator with an eigenvalue of 1,291. Those included in the indicator of this factor are irritability (30) with a loading factor of 0.305; firm stance (21) with a loading factor of 0.904; liar (22) with a loading factor of 0.562.

School environmental factors are factors that form a person's character from outside themselves or referred to as external factors. These results are in line with the theory that states that school is a place to build character and develop one's character. Character building at school is carried out by means of culture or habituation in schools (Suparno, 2018). So it can be said that students who have irritable, firm stance and liar characters are formed due to school environmental factors.

#### 10. Environmental Factors of Society

The factor is given the naming of community environmental factors because the most dominant factor has the highest factor loading value of 0.629 in question point number 29 in the school environment indicator with an eigenvalue of 1,184. Those included in the indicator of this factor are irritability (30) with a loading factor of 0.308; friendly (29) with a loading factor of 0.629; wise (13) with a loading factor of 0.517.

Community environmental factors are factors that form a person's character from outside themselves or referred to as external factors. These results are in line with the theory that states that society is the most extensive environment in a person's social life. A person's character can be formed due to social relations (Wardiani & Suryatman, 2018). So it can be said that students who have irritable, friendly and wise characters are formed due to environmental factors of society.

#### 11. Negative volitional factor

The factor is named the negative will factor because the most dominant factor has the highest loading factor value of 0.759 in question point number 12 in the school environment indicator with an eigenvalue of 1,077. As for those included in the indicator

of this factor are underestimation (12) with a loading factor of 0.759; idler (8) with a loading factor of 0.527.

The negative will factor is a factor that shapes a person's character from within or is referred to as an internal factor. These results are in line with the theory that states that the will is an act to do all good or bad desires accompanied by encouragement from within a person (Abdusshomad, 2020). So it can be said that students who have a disdainful and lazy character are formed due to negative will factors.

## 12. Physical Environmental Factors

Factors are named physical environment factors because the most dominant factor has the highest loading factor value of 0.659 in question point number 36 in the school environment indicator with an eigenvalue of 1,017. As for those included in this factor indicator are easy confidence grains (28) with a loading factor of 0.400; religious (5) with a loading factor of 0.321; communicative (36) with a loading factor of 0.659.

Physical environmental factors are factors that form a person's character from outside themselves or referred to as external factors. These results are in line with the theory that states that the physical environment is the environment where a person lives. These areas are for example mountainous, urban, rural or on the coast. The environment in which a person lives can affect character formation (Nawali, 2018). So it can be said that students who have trusting, religious and communicative characters are formed due to physical environmental factors.

## CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that there are twelve factors forming the character of Buddhist students at SMA Negeri 1 Donorojo, including positive will factors, family inattention factors, environmental support factors, inner voice or conscience factors, habit factors, positive heredity factors, positive family factors, school environment factors, community environmental factors, negative volitional factors and physical environmental factors. Of the twelve factors the most dominant and have the greatest eigenvalue of 8, 178 are positive will factors consisting of someone who has a helper character, honest, sociable, disciplined, religious, easy to trust, spirit and firm stance.

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