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THE INFLUENCE OF CHARACTER EDUCATION ON STUDENT LEARNING OUTCOMES IN ECONOMICS FOR GRADE XI STUDENTS AT SMA NEGERI 7 PADANGSIDIMPUAN

PENGARUH PENDIDIKAN KARAKTER TERHADAP HASIL BELAJAR SISWA PADA MATA PELAJARAN EKONOMI BAGI SISWA KELAS XI DI SMA NEGERI 7 PADANGSIDIMPUAN

Suri Yanti[1*], Rika Andriani Siregar[2], Dinda Vebrina[3], Sri Hartini[4], Mara Judan Rambey[5], Fitriani Harahap[6]

[1*]Institut Pendidikan Tapanuli Selatan, Email: suriyantipane@gmail.com
[2]Institut Pendidikan Tapanuli Selatan, Email: andrianisiregarrika@gmail.com
[3]Institut Pendidikan Tapanuli Selatan, Email: dindavebrina1997@gmail.com
[4]Institut Pendidikan Tapanuli Selatan, Email: srihartini050271@gmail.com
[5]Institut Pendidikan Tapanuli Selatan, Email: marajudan@gmail.com
[6]Institut Pendidikan Tapanuli Selatan, Email: fitrianihrp@gmail.com

*email koresponden: suriyantipane@gmail.com

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Abstract

The purpose of this study was to determine the extent of the influence of character education on student learning outcomes in the Economics subject for Grade XI students at SMA Negeri 7 Padangsidimpuan. The study employed a quantitative approach using a descriptive quantitative method. The population consisted of 45 students, and the entire population was used as the sample (total sampling technique). Data collection techniques included a questionnaire to measure students' character education values and the documentation of Final Semester Examination (UAS) scores to assess learning outcomes in Economics. Data analysis techniques involved descriptive analysis and simple linear regression analysis. The results indicated that character education fell into the "good" category with a mean score of 79.31, while student learning outcomes in Economics also fell into the "good" category with a mean score of 70.29. Hypothesis testing revealed that character education had a positive and significant influence on student learning outcomes in Economics, with a calculated t-value of 6.838 (exceeding the t-table value of 2.017) and a significance value of 0.000 (below 0.05). Thus, the better the students' character education, the higher the learning outcomes achieved in the Economics subject. These findings underscore the importance of schools not only focusing on academic achievement but also integrating moral values into every aspect of the learning process.

Keywords : Character Education, Learning Outcomes, Economics.

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui sejauh mana pengaruh pendidikan karakter terhadap hasil belajar siswa pada mata pelajaran Ekonomi di kelas XI SMA Negeri 7 Padangsidimpuan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif kuantitatif. Populasi penelitian berjumlah 45 siswa, dan seluruh populasi tersebut dijadikan sebagai sampel (teknik *total sampling*). Teknik pengumpulan data meliputi penggunaan kuesioner untuk mengukur nilai-nilai pendidikan karakter siswa serta dokumentasi nilai Ujian Akhir Semester (UAS) untuk menilai hasil belajar mata pelajaran Ekonomi. Teknik analisis data yang digunakan adalah analisis deskriptif dan analisis regresi linear sederhana. Hasil penelitian menunjukkan bahwa pendidikan karakter berada dalam kategori "baik" dengan skor rata-rata 79,31, sementara hasil belajar siswa pada mata pelajaran Ekonomi juga berada dalam kategori "baik" dengan skor rata-rata 70,29. Pengujian hipotesis mengungkapkan bahwa pendidikan karakter memiliki pengaruh positif dan signifikan terhadap hasil belajar siswa pada mata pelajaran Ekonomi, dengan nilai t-hitung sebesar 6,838 (lebih besar dari nilai t-tabel sebesar 2,017) dan nilai signifikansi sebesar 0,000 (di bawah 0,05). Dengan demikian, semakin baik pendidikan karakter siswa, semakin tinggi pula hasil belajar yang dicapai dalam mata pelajaran Ekonomi. Temuan ini menegaskan pentingnya bagi sekolah untuk tidak hanya berfokus pada pencapaian akademik, tetapi juga mengintegrasikan nilai-nilai moral ke dalam setiap aspek proses pembelajaran.

Kata Kunci : Pendidikan Karakter, Hasil Belajar, Ekonomi.

1. INTRODUCTION

Education serves a strategic role in enhancing the quality of knowledge and developing the potential inherent in every individual. It is essential for cultivating resilience, creativity, and competence in learners, tailored to their respective fields of pursuit. According to Law No. 20 of 2003 concerning the national education system, the purpose of national education is to develop capabilities, shape character, and build a dignified civilization, all as part of the broader effort to enlighten the nation. Furthermore, education aims to nurture the potential of learners so that they may become individuals who possess faith and piety toward God Almighty, exhibit good moral character, are healthy, knowledgeable, skilled, creative, and independent and are capable of fulfilling their roles as democratic and responsible citizens.

Education plays a crucial role in every person's life; it focuses not only on expanding intellectual horizons but also on shaping character, expertise, and behavioral patterns that are beneficial to society. In the learning process, the primary objective is for students to achieve optimal academic performance, which serves as a benchmark for how well they absorb the material presented by educators. This success encompasses both the mastery of subject matter and the broader learning experience for instance, in the study of economics. Without the cultivation of character values, such education would merely produce economic actors who are clever but lack the integrity and honesty required in their professional activities. Therefore, integrating ethics into all academic disciplines is fundamental to fostering a future generation that is balanced both intellectually and morally. The hope is that every graduate will not only be capable of competing in the professional world but will also consistently generate a positive impact and uphold virtuous values amidst the challenges of the times.

The subject of economics requires students to grasp the principles of efficiency and rationality. However, without a foundation in character education such as honesty and discipline the learning outcomes achieved by students remain purely cognitive. In reality, the true success of economics education is reflected in the character students demonstrate when applying economic values in their daily lives.

Based on interviews with economics teachers at SMA Negeri 7 Padangsidimpuan Esti Suryani, S.Pd, and Nurhalimah Siregar, S.Pd it was revealed that there is an issue regarding student learning

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outcomes, as some students' grades fall below the Minimum Mastery Criteria (KKM). Out of 45 students, only 16 (35.5%) met the mastery criteria, while 29 (64.4%) did not. The highest rate of non-mastery was found in class XI-2, reaching 78.26%.

The low learning outcomes indicated by the final examination (UAS) data suggest a need for an in-depth analysis of the factors influencing students' learning processes in the classroom. Beyond cognitive aspects, it is believed that affective factors such as the implementation of character values play a role in shaping effective learning patterns. Preliminary observations indicate that the reinforcement of character traits including study discipline, responsibility, hard work, and student autonomy in completing assignments is an area that warrants attention. This is because well-instilled character traits are expected to serve as a catalyst or intrinsic motivation for students to achieve the competencies established for the economics subject.

The economics curriculum for the eleventh grade of senior high school (SMA) is not limited to the mastery of cognitive concepts; it also integrates character values into its subject matter. Although economics textbooks may not contain a dedicated chapter on character education, values such as honesty, discipline, responsibility, and self-reliance serve as the fundamental basis for understanding economic logic. For instance, the study of monetary and fiscal policy requires the internalization of responsibility and honesty, while the study of private-sector business entities (BUMS) incorporates values like honesty and creativity. Consequently, a student's success in achieving optimal learning outcomes in economics is likely contingent upon the extent to which these character values have been internalized during the classroom learning process.

SMA Negeri 7 Padangsidimpuan has demonstrated a strong commitment to fostering student character through various policies ranging from the enforcement of discipline and extracurricular activities designed to cultivate self-reliance and responsibility, to the promotion of religious values through communal prayers before and after lessons, as well as collective acts of worship. While these initiatives represent a strategic approach by the school to support academic success, there are indications that the implementation of these values has yet to reach an optimal level in influencing learning outcomes as evidenced, in part, by the fact that some students continue to score below the minimum mastery criterion (KKM) in economics.

The situation described above reveals a gap between expectations and reality. Ideally, the national education curriculum aims for students to not only achieve academic proficiency but also to develop strong character as a solid foundation for their learning. It is against the backdrop of this gap that this study was conducted, with the objective of examining the extent to which the implementation of character education influences improvements in student learning outcomes specifically within the subject of economics.

To address these low learning outcomes, an approach that goes beyond mere cognitive content is required. Strengthening character education through strategies such as integrating moral values into economics lessons and fostering positive habits within the school environment is believed to be a strategic solution. By cultivating strong character traits such as discipline, responsibility, honesty, and independence students will develop a greater internal motivation to learn.

2. RESEARCH METHOD

This research uses a quantitative approach with quantitative descriptive methods. According to Wajdi et.al (2024) quantitative research methods are research approaches that prioritize the collection and analysis of quantitative data, namely data in the form of numbers or numerical variables. This approach aims to measure the relationship between variables or to understand phenomena through statistical analysis. This approach is considered appropriate because it is able to provide an objective picture of the relationship between the Character Education variable as the independent variable (X) and Learning Outcomes as the dependent variable (Y). Through quantitative methods, researchers can test hypotheses that have been formulated so that conclusions can be obtained that can be scientifically justified. Apart from that, descriptive research was used to describe the values of character education

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and the level of learning outcomes of students in class XI economics at SMA Negeri 7 Padangsidimpuan factually according to the actual situation in the field.

This research was conducted at SMA Negeri 7 Padangsidimpuan, located on Jl. Jenderal Besar A.H. Nasution, Ujung Gurap, Padangsidimpuan, Sumatera Utara. The study spanned approximately three months (March–May 2026), encompassing the preparation phase, distribution of research instruments, data collection and processing, and the final compilation of the research report. The rationale for selecting SMA Negeri 7 Padangsidimpuan as the research site is based on findings from interviews conducted during the observation phase, which indicated that student learning outcomes in the subject of Economics remain low falling below the Minimum Mastery Criteria (KKM) as evidenced by the student grade recapitulation records for the odd semester of the 2025/2026 academic year.

This research involved a population of 45 class XI students at SMA Negeri 7 Padangsidimpuan T.A 2025/2026, which was divided into 2 classes, namely class According to Sugiyono (2019), the sample is part of the number and characteristics of the population. The sample in this research is total sampling. Total sampling is a sampling technique where the number of samples is the same as the population, Sugiyono (2019). The reason for taking total sampling was because the population was less than 100 and was not chosen randomly, so the total population was used as the research sample. Based on this technique, the entire population of 45 class XI students each had the opportunity to be used as a research sample.

Data collection techniques in this research include questionnaires and documentation. A closed questionnaire in tick format (checklist) was used as the main method and given to class XI students at SMA Negeri 7 Padangsidimpuan. A research instrument is a tool used to measure specifically observed natural and social phenomena (Sugiyono, 2020:156). In this study, the questionnaire instrument was prepared using a Likert scale with five alternative answers, namely strongly agree, agree, disagree, disagree and strongly disagree. Meanwhile, documentation techniques are a technique for collecting data through existing documents and records (Ulfah, 2022), which functions to filter objective data such as the number of students and secondary data in the form of UAS grades for classes XI-1 and XI-2.

Data analysis in this study employs both descriptive and inferential statistical techniques. Descriptive analysis is used to characterize the collected data by presenting frequency distribution tables and calculating the mean, median, mode, standard deviation, range, maximum value, and minimum value. Meanwhile, inferential analysis focuses on hypothesis testing utilizing simple linear regression and the t-test to determine the extent to which students' character education influences their learning outcomes in Economics for eleventh-grade students at SMA Negeri 7 Padangsidimpuan. Prior to conducting the simple linear regression-based hypothesis test, the data are verified to ensure they meet the necessary analytical prerequisites, specifically the normality test. The findings from this analysis are expected to provide insights into both variables, serving as a reference for enhancing student academic achievement.

3. RESULT AND DISCCUSSION

1. Description of Character Education Data in the Economics Subject for Grade XI Students at SMA Negeri 7 Padangsidimpuan

The character education variable was measured using a questionnaire distributed to eleventh-grade students at SMA Negeri 7 Padangsidimpuan. The participants comprised two classes: class XI-1 (22 students) and class XI-2 (23 students), totaling 45 students. The data obtained were then processed using the SPSS 27 software to generate a descriptive analysis; the results of this data processing are presented in the table below:

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Table 1. Centralization of Character Education Data for Grade XI at SMA Negeri 7 Padangsidimpuan

Statistics		
Pendidikan Karakter		
N	Valid	45
	Missing	0
Mean		79.31
Median		79.00
Mode		75
Std. Deviation		5.551
Minimum		68
Maximum		92
Sum		3569

Sumber: Hasil Olahan Data SPSS 27, 2026

Based on the output above, the mean value is 79.31, the median is 79.00, the mode is 75, the standard deviation is 5.551, the minimum value is 68, the maximum value is 92, and the total sum is 3569. When compared against the research classification criteria established in Table 3.5 (Chapter III), the status of character education for eleventh-grade students at SMA Negeri 7 Padangsidimpuan falls into the "Good" category. This indicates that the character education for eleventh-grade students is already at a good level however, it should be maintained and further improved to achieve the goals set by the school. This assessment is further supported by the median value of 79.00 and the mode of 75, both of which also fall within the "Good" category.

This achievement analysis was conducted to determine the extent to which each character education indicator has met the expected targets. To ensure a clear understanding of the specific scores and achievement criteria, the evaluation data are presented in Table 4.3 below:

Table 2. Achievement of each indicator of character education for Grade XI students at SMA Negeri 7 Padangsidimpuan

No	Indikator	Rata-Rata	Kategori
1	Tanggung Jawab	84,30	**Baik**
2	Kerja Keras	77,63	**Baik**
3	Demokratis	79,41	**Baik**
4	Mandiri	72,44	**Baik**
5	Jujur	81,33	**Baik**
6	Kreatif	74,44	**Baik**
7	Religius	81,33	**Baik**
8	Disiplin	81,04	**Baik**

Sumber: Olahan Microsoft Excel 2021

Based on the description above, character education for Grade XI students at SMA Negeri 7 Padangsidimpuan has been implemented effectively overall. The average scores for the respective indicators are as follows: responsibility (84.30), hard work (77.63), democratic attitude (79.41), independence (72.44), honesty (81.33), creativity (74.44), religiosity (81.33), and discipline (81.04). The highest average score was recorded for the responsibility indicator (84.30), reflecting a high level of student awareness in fulfilling their obligations. Conversely, the character education aspect of independence yielded the lowest average score among all measured indicators (72.44), though this figure still falls within the "good" category.

Given the varying levels of achievement across these character education indicators, a more in-depth analysis will be conducted to examine the distribution of respondents in greater detail, as presented in the following frequency distribution table:

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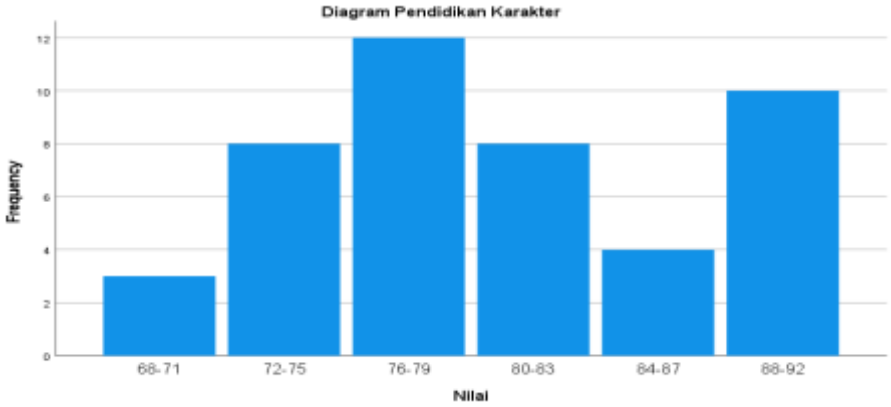
Table 3. Frequency Distribution of Students' Character Education in Economics Subjects for Grade XI at SMA Negeri 7 Padangsidimpuan

No	Kelas Interval	Frequency	Percent	Valid Percent	Cumulative Percent
1	68-71	3	6.7	6.7	6.7
2	72-75	8	17.8	17.8	24.4
3	76-79	12	26.7	26.7	51.1
4	80-83	8	17.8	17.8	68.9
5	84-87	4	8.9	8.9	77.8
6	88-92	10	22.2	22.2	100.0
Total		45	**100,0**	**100,0**	

Sumber: Hasil Olahan Data SPSS 27, 2026

Based on the table above, it can be observed that the frequency distribution of character education scores among students at SMA Negeri 7 Padangsidimpuan covering a total of 45 respondents exhibits a diverse range of values. In the first interval (68–71), there is a frequency of 3 students, representing 6.7% of the total. In the second interval (72–75), there is a frequency of 8 students, accounting for 17.8%. In the third interval (76–79), there is a frequency of 12 students, representing 26.7%. In the fourth interval (80–83), there is a frequency of 8 students, accounting for 17.8%.

Furthermore, in the fifth interval (84–87), there is a frequency of 4 students, representing 8.9%. Finally, in the sixth interval (88–92), there is a frequency of 10 students, representing 22.2%. In total, the data across these six intervals encompass all 45 respondents. A clearer overview of the distribution of character education scores can be seen in the following histogram:



Gambar 1. Histogram Pendidikan Karakter Siswa Kelas XI SMA Negeri 7 Padangsidimpuan

2. Description of Student Learning Outcomes in Economics for Grade XI at SMA Negeri 7 Padangsidimpuan

Data regarding student learning outcomes were obtained through the documentation method, specifically by collecting the final examination scores from the odd semester of the 2025/2026 academic year. Based on the data processing results using the SPSS 27 software, a description of the data is presented in the following table:

Table 4. Centralization of Student Learning Outcome Data for the Economics Subject in Grade XI at SMA Negeri 7 Padangsidimpuan

Statistics		
Hasil Belajar		
N	Valid	45
	Missing	0
Mean		70.29

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Median	71.00
Mode	71[a]
Std. Deviation	8.918
Minimum	51
Maximum	83
Sum	3163

Sumber: Olahan Data SPSS 27, 2026

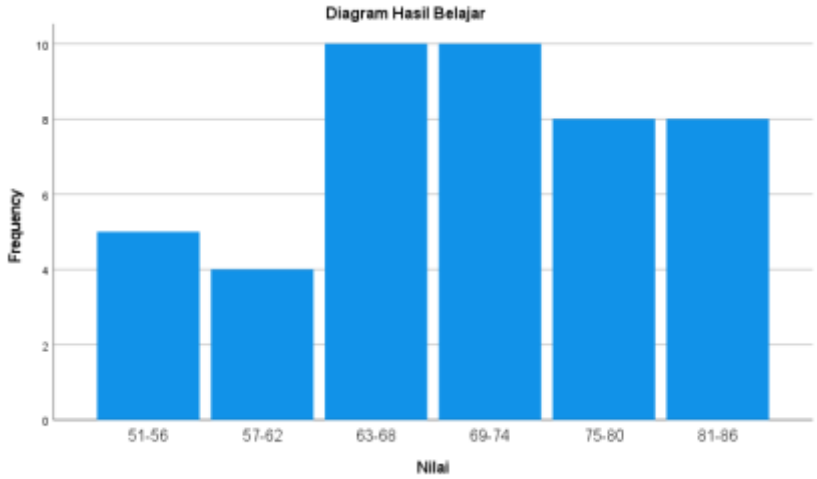
Based on the output above, the mean value is 70.29, the median is 71.00, the mode is 71, the standard deviation is 8.918, the minimum value is 51, the maximum value is 83, and the total sum is 3163. When compared against the research classification criteria established in Table 3.5 (Chapter III), the learning outcomes of grade XI students at SMA Negeri 7 Padangsidimpuan fall into the "Good" category, with a mean score of 70.29. Furthermore, to examine the data distribution in greater detail, a frequency distribution table has been constructed as follows:

Table 5. Frequency Distribution of Student Learning Outcomes in Economics at SMA Negeri 7 Padangsidimpuan

No	Kelas Interval	Frequency	Percent	Valid Percent	Cumulative Percent
1	51-56	5	11.1	11.1	11.1
2	57-62	4	8.9	8.9	20.0
3	63-68	10	22.2	22.2	42.2
4	69-74	10	22.2	22.2	64.4
5	75-80	8	17.8	17.8	82.2
6	81-86	8	17.8	17.8	100.0
Total		45	**100,0**	**100,0**	

Sumber: Hasil Olahan Data SPSS 27, 2026

Based on the table above, it can be seen that the frequency distribution of learning outcomes for grade XI students at SMA Negeri 7 Padangsidimpuan shows a considerable variation in scores. In the first interval (51–56), there is a frequency of 5 students, representing 11.1%. In the second interval (57–62), there is a frequency of 4 students, representing 8.9%. Furthermore, the third interval (63–68) and the fourth interval (69–74) both have the same frequency 10 students each accounting for 22.2% in each case. Similarly, the fifth interval (75–80) and the sixth interval (81–86) also share the same frequency, with 8 students in each, representing 17.8%. The corresponding graph is presented in the following histogram:



Gambar 2. Histogram Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas XI SMA Negeri 7 Padangsidimpuan

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3. Description of Data on Character Education and Student Learning Outcomes in the Economics Subject for Grade XI at SMA Negeri 7 Padangsidimpuan

a. Uji Normalitas

The results of the normality test analysis for the research variables are presented in the following table:

Tabel 6

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pendidikan Karakter	.122	45	.089	.962	45	.146
Hasil Belajar	.087	45	.200*	.954	45	.074

Sumber: Hasil Olahan Data SPSS 27, 2026

Based on the provided table, the results of the normality test using the Shapiro-Wilk method show that the significance value (p-value) for the Character Education variable is 0.146, and for the Learning Outcomes variable, it is 0.074. Since the significance values for both variables are greater than 0.05 (> 0.05), it can be concluded that the data for the Character Education and Learning Outcomes variables are normally distributed.

b. Uji Regresi Linear Sederhana

The results of the simple linear regression test analysis for the research variables can be seen in the following table:

Table 7

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-21.677	13.482		-1.608	.115
	Pendidikan Karakter	1.160	.170	.722	6.838	.000
a. Dependent Variable: Hasil Belajar						

Sumber: Hasil Olahan Data SPSS 27, 2026

Based on the data processing results using SPSS 27, the simple linear regression equation above yields a constant value of -21.677; this means that if the Character Education variable (X) is zero, the Learning Outcomes variable (Y) is predicted to be -21.677. Meanwhile, the regression coefficient for the Character Education variable is 1.160, indicating that every one-unit increase in the Character Education variable is associated with a 1.160-unit increase in student Learning Outcomes. The analysis shows a positive regression coefficient, which indicates that character education has a significant, positive influence on learning outcomes.

c. Uji T

To test for significance, one examines whether the significance value is less than 0.05 if it is, it can be concluded that the Character Education variable has a significant influence on students' learning outcomes. The results of this hypothesis test are presented in the table:

Table 8

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-21.677	13.482		-1.608	.115
	Pendidikan Karakter	1.160	.170	.722	6.838	.000
a. Dependent Variable: Hasil Belajar						

Sumber: Hasil Olahan Data SPSS 27, 2026

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Based on the table above, the calculated t value for the Character Education variable is 6.838 with a significance value of 0.000, because the significance value is (0.000 < 0.05) meaning that the alternative hypothesis (Ha) is acceptable. So it can be concluded that there is a significant influence between Character Education on Student Learning Outcomes in Class XI Economics Subjects at SMA Negeri 7 Padangsidimpuan.

DISCUSSION

1. An Overview of Character Education in Economics Subjects for Grade XI Students at SMA Negeri 7 Padangsidimpuan

Character education encompasses everything related to the formation of behavior, disposition, or temperament grounded in ancestral values such that these behaviors become positive habits, practiced consistently and wholeheartedly (Mualif, 2022). Based on data analysis using SPSS version 27, the Character Education variable (X) yielded a mean score of 79.31 (as shown in Table 4.1). According to the assessment criteria provided in Table 3.5 (Chapter III), this result falls into the "Good" category. This figure indicates that the implementation of character education within the Economics subject for eleventh-grade students at SMA Negeri 7 Padangsidimpuan has proceeded optimally, though it still requires consistent reinforcement to fully achieve the school's educational objectives. This finding is consistent with a median score of 79.00 and a mode (the most frequently occurring value) of 75 both of which also fall within the "Good" category. Furthermore, the data shows a standard deviation of 5.551, a minimum score of 68, and a maximum score of 92, with a cumulative score across all respondents reaching 3,569.

In this study, character education focuses on the development of moral values, attitudes, and positive student behaviors, fostered through school-based learning activities. The assessment specifically measures the extent to which eleventh-grade students at SMA Negeri 7 Padangsidimpuan implement these character education indicators during the learning process, particularly within the Economics subject.

2. Overview of Student Learning Outcomes in the Economics Subject for Grade XI at SMA Negeri 7 Padangsidimpuan

Learning outcomes are behavioral changes originating from within an individual, manifested as the acquisition of knowledge, attitudes, and skills gained through the learning process. Based on data analysis using SPSS version 27, the results for variable Y (Learning Outcomes) presented in Table 4.4 show a mean of 70.29, a median of 71.00, and a mode of 71. Referring to the assessment criteria in Table 3.5 (Chapter III), the learning outcomes of Grade XI students at SMA Negeri 7 Padangsidimpuan fall into the "Good" category. This indicates that the students' learning outcomes have met the established standards; however, this level of achievement should be maintained and further improved to optimize learning objectives. These findings are further supported by a standard deviation of 8.918, a minimum score of 51, a maximum score of 83, and a cumulative score of 3,163 across all respondents.

This "Good" level of learning achievement demonstrates that the success of the classroom teaching and learning process has a significant impact on students' cognitive understanding, fostered by their active engagement. Consequently, these research findings serve as a valuable basis for evaluation, helping to optimize future instructional strategies so that students not only grasp the material cognitively but are also capable of applying it appropriately.

3. The Significant Influence of Character Education on Student Learning Outcomes in Economics for Grade XI Students at SMA Negeri 7 Padangsidimpuan

Based on the data analysis using SPSS 27 for hypothesis testing, the t-test index for Character Education (X) was found to be 6.838, with a significance value of 0.000. When compared to the t-table value (with df = 43 at a significance level of 0.05), it is evident that the calculated t-value is greater than the t-table value (6.838 > 2.017), and the significance value is less than 0.05 (0.000 < 0.05). This indicates that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is

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rejected, confirming that "there is a significant influence of Character Education on student learning outcomes in the Economics subject for grade XI students at SMA Negeri 7 Padangsidimpuan."

This finding aligns with relevant research by Saparah, L., Putri, D. P., & Wiradinata, R. (2022), titled "The Influence of Character Education and Learning Readiness on Student Learning Outcomes in Economics." Their study employed a descriptive research method with a quantitative approach, utilizing questionnaires, observation, and documentation for data collection. The sample consisted of 59 students, comprising 22 students from grade X and 37 students from grade XI. The results showed a calculated t-value of 4.160, which is greater than the t-table value of 2.003 (leading to the rejection of H0 and the acceptance of Ha). Furthermore, the calculated F-value of 11.075 exceeded the F-table value of 3.16 (resulting in the acceptance of Ha and the rejection of H0), with a significance value of 0.000, which is less than 0.05. Based on the analysis using SPSS 23, the results indicate that the character education implemented has a positive and simultaneous effect; this suggests that the study was successful, as an improvement in character education leads to an increase in student learning outcomes in the subject of Economics at MA Basuraga Balerante, Palimanan, Cirebon.

Furthermore, Ritonga, M.N., Hanafi, and Nelmi (2021), in their study titled “The Influence of Character Education and Learning Motivation on the Learning Outcomes of Grade X Students at SMA Negeri 5 Padangsidimpuan,” employed a descriptive research method with a quantitative approach. Data collection was conducted through questionnaires and documentation. The study utilized a sample of 30 students, selected via random sampling. The results show a calculated t-value (t-count) of 2.273, which is greater than the t-table value of 2.052 indicating that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Additionally, the calculated f-value (f-count) of 15,967.310 exceeds the f-table value of 3.35, further supporting the acceptance of Ha and the rejection of H0. Moreover, the significance value of 0.000 is less than 0.05. Based on the analysis using SPSS 25, the findings indicate that the independent variable character education has a significant influence on the learning outcomes of Grade X students at SMA Negeri 5 Padangsidimpuan.

This study aligns with previous research, which also found that character education exerts a significant influence on student learning outcomes. In other words, the stronger the character values implemented, the more optimal the students' academic achievement becomes.

4. CONCLUSION

Based on the research findings presented and discussed in the preceding sections, this study can be concluded as follows:

1. An overview of character education for grade XI students in the Economics subject at SMA Negeri 7 Padangsidimpuan, based on questionnaire data from 45 respondents, shows a mean score of 79.31, a median of 79.00, a mode of 75, a minimum score of 68, and a maximum score of 92. Referring to the assessment criteria in Table 3.5 (Chapter III), the level of character education falls into the “Good” category. This indicates that character education for grade XI students at SMA Negeri 7 Padangsidimpuan is already good; however, it still needs to be maintained and further improved to achieve the goals set by the school.
2. An overview of student learning outcomes in the Economics subject for grade XI at SMA Negeri 7 Padangsidimpuan, based on data obtained from 45 respondents, shows a mean score of 70.29, a median of 71.00, a mode of 71, a minimum score of 51, and a maximum score of 83. According to the criteria presented in Table 3.5 (Chapter III), the students' learning outcomes fall into the "Good" category. This indicates that student learning outcomes in Economics are already good; however, they must be maintained and further improved to prevent any decline and to achieve more optimal learning results.
3. Based on the data processing results using the SPSS 27 software as shown in Table 4.10 for the t-test (regression coefficient) at-value of 6.838 was obtained, with a significance (sig) value of 0.000. Since the significance value of 0.000 is less than 0.05, it can be concluded that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected; this indicates that character

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education has an influence on student learning outcomes in the subject of Economics for eleventh-grade students at SMA Negeri 7 Padangsidimpuan.

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