THE DESCRIPTION
OF RESILIENT AND COMPETITIVE CHARACTERS
OF THE SENIOR HIGH SCHOOL STUDENTS IN JAKARTA

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ABSTRACT

Article described resilient and competitive characters of Senior High School students in Jakarta. This research used the descriptive quantitative research methodology. The population in this research was taken from class 12 students of Senior High School in Jakarta. The sample-taking technique used non-probability sampling. The data collection used the questionnaires given to Senior High School students around Jakarta. The questionnaire consists of two psychological measuring instruments, namely resilient and competitive characters. The measuring instrument for the resilient character was taken from the resilience theory, Resilience Scale (RS), which was developed by Wagnild and Young. The measuring instrument for the competitive character was taken from the achievement motivation theory that is the motivation to encourage a person to be successful in competition with a standard of excellence. Based on the result of this research, the average value of the resilient character is 2.98, while the average value of the competitive character is 2.92. The largest resilient character category is in the high category with the percentage of 59%, while the largest competitive category is in the high category with 224 students and the percentage of 58%. The suggestion for the school is that the teaching of resilient and competitive characters can be presented in the example, definition, discussion, and role-playing. The suggestion for the teacher is to give rewards for students with good characters. The reward is not only for the achievement, but students with good character should be praised to maintain their behavior and use it as the model for other students. The suggestion for the next researcher is that the qualitative research can be used to observe resilient and competitive character from family or school.

Keywords: Resilient character, Competitive character, high school student

INTRODUCTION

Resilient and competitive characters are required by Senior High School students in their education process. These two characters are expected to help Senior High School students get skills to survive in the difficult learning situation and to rise from failure in realizing the learning achievement and encouraging themselves to give the best achievement. The students with the risk of experiencing academic failure often face the complexity of problem caused by poverty, health, and other social conditions that make their success in the school difficult to realize. Thus, one of the most interesting priorities in education is to eliminate the gap in achievement between academically successful students and students with the risk of failure. One of research fields with the important implication for the education improvement for the students at the risk of academic failure is focused on "the strength of students" or the successful students in school despite the disadvantageous condition. McMillan and Reed as cited in Waxman, Gray, & Padron (2003) have described other four factors that seemingly relate to the strength, namely (1) personal attribute, such as the motivation of achievement, (2) the positive use of time, (3) life in family (for example, support and expectation from family), and (4) school and learning in class and environment of school.

The character education is important in making students resilient and competitive. The character itself can be defined as the determination that is developed consciously, from oneself to be his/her energy in doing daily activities in order to realize the objectives of high moral values (Hamilton as cited in Baswardono, 2010). Meanwhile, Santrock (2008) has stated that character is not only the result of an action, but it is simultaneously result and process. Based on the definition, it can be concluded that the character in oneself does not appear suddenly, but it passes long process that at last make an individual have the certain character. The role of the school in supporting the character education of a student is very important since in undergoing the process of education in school, students get moral values that at last can support the forming of character.

The forming of students' characters in the education process of school is along with the Policy for National Character Building Year 2010 - 2025 that declares the development of national character is implemented through systematic and integrative approaches by involving family; educational unit; government; society including peer, young generation, old people, mass media, scout, community organization, political organization, professional organization, non-governmental organization; strategic group, such as structural elite, political elite, journalist, humanist, religionist, cultural figure, and public figures. The importance of student character forming in school is also realized by some schools in Indonesia by declaring the character is forming as one of their programs. However, how far the development of resilient and competitive characters is implemented in school still needs research. Therefore, this research aims to see the description of resilient and competitive characters in Senior High School students in Jakarta.

METHODS

This research used the descriptive quantitative research methodology. The descriptive quantitative methodology was used to know the description of resilient and competitive characters in Senior High School students. The participants in this research were taken from class 12 students of Senior High School in Jakarta. The sample-taking technique used non-probability sampling. The data collection used the questionnaires given to Senior High School students around Jakarta. Besides, in order to support data analysis, observation and interview were conducted on headmasters and teachers. The questionnaire consists of two psychological measuring instruments, namely resilient and competitive characters. The measuring instrument for resilient character was taken from the resilience theory, Resilience Scale (RS) that was developed by Wagnild and Young with the consideration as follows: (1) It is assessed as the most suitable instrument to be used on several genders, ethnic groups, and age groups (including teenagers); (2) it is often used in several researches; (3) it has high reliability (0.91); and (4) it has good measurement quality compared with other instruments. The dimension of measuring instrument for resilient character consists of personal competence (referring to the self-confidence, independence, determination, mastery, and mind) and acceptance of self and life (referring to adaptation, balance, flexibility, balanced perspective on life (Wagnild & Young, 1993).

The measuring instrument for the competitive character was taken from the theory of achievement motivation that encourages a person to be successful in the competition with a standard of excellence from his/her achievement standard (autonomous standards) in the past and the achievement of other people (social comparison standards). Based on the aforementioned analysis, the competitive character used in this research can be interpreted as the motivation to encourage students to realize success in the competition of academic field with a standard of excellence. These two measuring instruments used Likert scale for the measurement. The measuring instrument for the resilient character has 25 items, while the measuring instrument for the competitive character has 35 items. The result of the pilot project with 102 samples shows that the reliability value for measuring

instrument for the resilient character is 0.766, in which there are 7 items with the value under 0.2. The reliability of measuring instrument for the competitive character is 0.766 in which there are 8 items with the value under 0.2. For the measuring instrument used in this research, after the items with the value under 0.2 in measuring instrument for the resilient character are deleted, its reliability is 0.79, and its number reaches 18 items. Meanwhile, after items with the value under 0.2 in measuring instrument for the competitive character are deleted, it is obtained that its reliability is 0.873, and its number reaches 29 items.

RESULTS AND DISCUSSIONS

The participants are 387 students from class 11 and 12 of SMA Al-Qasanah, SMA Trinitas, SMAN 4 Jakarta, SMA Yadika, Madrasah Annajah, SMA High Scope, and SMA Yappenda. The respondents are 186 male students (48%) and 155 female ones (40%), while 46 students do not fill the data.

The average value of the resilient character is 2.98, and the highest average value is 3.16 from students in SMK Yadika, followed by SMA Yappenda with the value of 3.12. The values of SMA High Scope, Madrasah Annajah, SMA Al-Qasanah, and SMA Trinitas are 3.09, 3.06, 3.05, and 3.01 respectively, and the smallest value is 2.39 from SMAN 4 Jakarta. The description for the average value of the resilient character is shown in Figure 1.
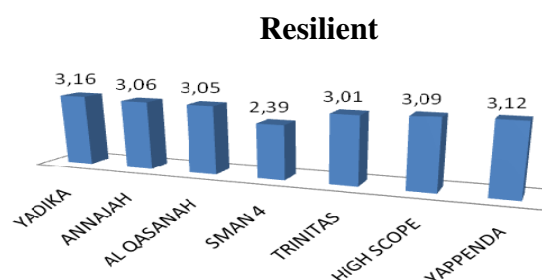
Resilient

Figure 1 The Average Value of Resilient Character

The average value of competitive character is 2.92, and the highest average value is 3.22 from students in Madrasah Annajah, followed by 3.14 from SMA Al-Qasanah, 3.12 from SMA Yappenda, 3.06 from SMK Yadika, 3.01 from SMA Trinitas, 2.9 from SMA High Scope, and the smallest value is 2.01, from SMAN 4 Jakarta. The description for the average value of the competitive character is shown in Figure 2.
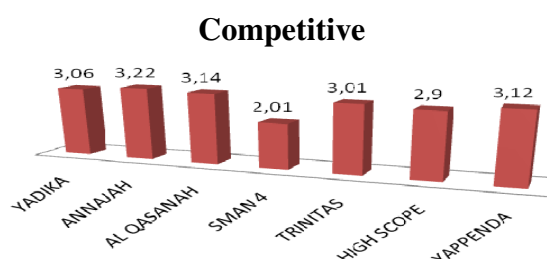
Competitive

Figure 2 The Average Value of Competitive Character

Compared with the average value of resilient and competitive characters of students in seven schools, the description is shown in Figure 3. The Figure 3 shows that the same average value for two characters is found in SMA Yappenda and Senior High School with the smallest values for two characters is SMAN 4 Jakarta.
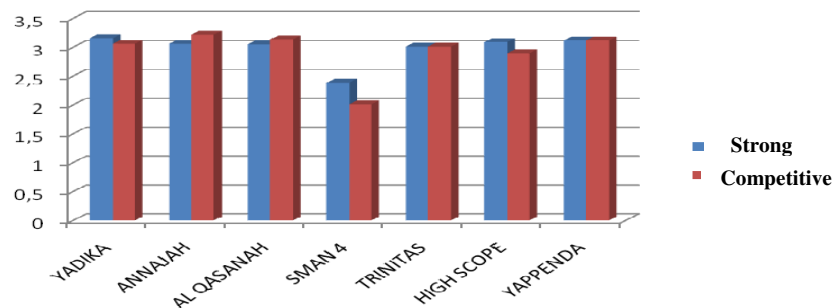

Figure 3 The Average Value of Resilient and Competitive Character

The largest resilient character category is in the high category with 228 students (59%), followed by low category with 159 students (41%). The description of the resilient category is shown in Figure 4.
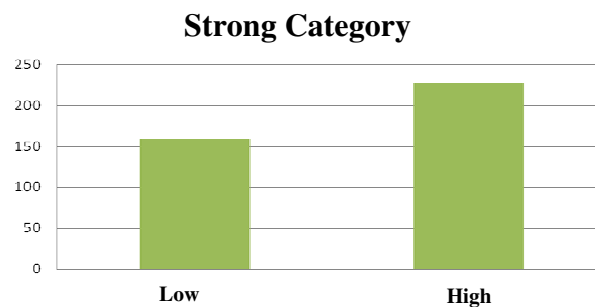

Figure 4 Resilient Character Category

The largest resilient category that is high is in students of SMA Yappenda (73%), followed by students in Madrasah Annajah (66%), SMA High Scope (63%), SMA Trinitas (61%), SMA Al-Qasanah (61%), SMA Yadika (61%), and SMAN 4 Jakarta (21%). The resilient character category is described in Figure 5.
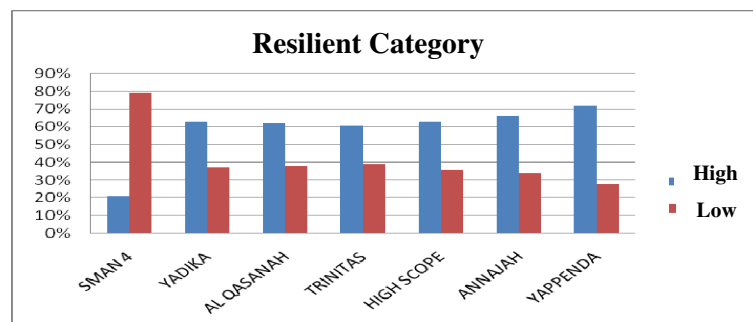

Figure 5 Comparison of Resilient Character Category

The largest competitive character category is in the high category with 224 students (58%), followed by the low category with 163 students (42%). The description of competitive category is shown in Figure 6.
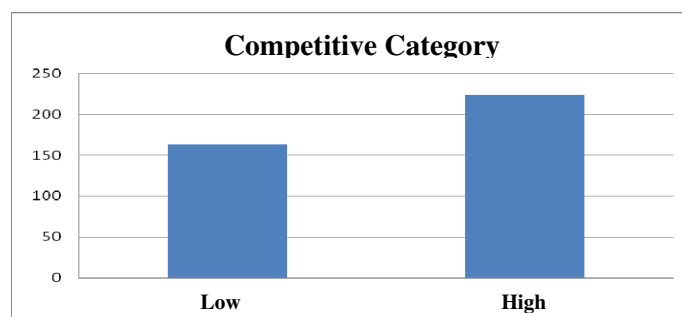
Competitive Category

Figure 6 Comparison of Competitive Character Category

The largest competitive category that is high is in students of SMA Yappenda (77%), followed by students in Madrasah Annajah (76%), SMA Yadika (70%), SMA Al-Qasanah (68%), SMA High Scope (47%), SMA Trinitas (45%), SMA Regina Pacis (40%), and SMAN 4 Jakarta (14%). The resilient character is described in Figure 7.
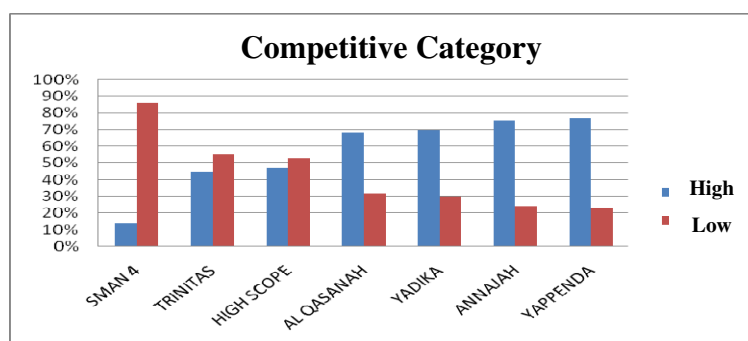
Competitive Category

Figure 7 Comparison of Competitive Character Category

The character is something visible. Furthermore, it explains that the character consists of good natures as the form of behavior that is suitable with the moral. Thus, it can be said that a character is a real form or the implementation of moral. Good natures underlying moral are called characters when they are realized in a form of visible behavior (Lickona, 2004). In this research, the result is the average value of the resilient character is 2.98, while the average value of the competitive character is 2.92. Viewed from the average value, it can be said that resilient and competitive characters owned by Senior High School students are in the moderate category. It means both characters are visible at Senior High Schools students and need improvement, in order to survive in the difficult learning situation, rise from failure in realizing learning achievement and encouraging themselves to give the best achievement. These characters can be taught at school. According to Santrock (2008), characters teaching can be presented in the form of examples and definitions, discussions and role playing, or rewards to students who behave properly.

Kohlberg as cited in Papalia (2007) has stated that the moral reasoning in children can be improved through discussion with other people whose the reasoning is on the higher stage. The

relation between giving and receiving among the peers will improve the moral reasoning since children get the opportunity to do different roles in such relation. According to Ajisukmo (2010), the school is second social institution after family with the important role in forming characters of children. The interaction between children and teacher, friend, and administrator in school will expand their knowledge, insight, and appreciation on important values in life for their self-development personally and as a part of wider society. The education process implemented by school institution cannot be interpreted only as knowledge and skill processes from teacher to students. Furthermore, the implemented education must form better characters of students, and they can be more dignified by becoming better people.

In this research, the largest resilient character category is in the high category with the percentage of 59%, while the largest competitive category is on high category with the percentage of 58%. The result describes that what they got is the result of the learning process. Meanwhile, Santrock (2008) has stated that character is not only the result of an action, but it is simultaneously result and process. Koesoema (2007) has stated that the character development is a continuous process. The character is not a reality, but the completeness of behavior. The character is not a result or product, but the effort in life.

CONCLUSIONS

In this research, the result is that the average value of the resilient character is 2.98, while the average value of the competitive character is 2.92. The largest resilient character category is in a high category with the percentage of 59%, while the largest competitive category is in the high category with 224 students and the percentage of 58%.

The highest average value of the resilient character is 3.16 from students in SMK Yadika, followed by 3.12 from students in SMA Yappenda. The values of SMA High Scope, Madrasah Annajah, SMA Al-Qasanah, and SMA Trinitas are 3.09, 3.06, 3.05, and 3.01 respectively; the smallest value is 2.39 from SMAN 4 Jakarta. The average value The largest competitive category that is high is in students of SMA Yappenda (77%), followed by students in Madrasah Annajah (76%), SMA Yadika (70%), SMA Al-Qasanah (68%), SMA High Scope (47%), SMA Trinitas (45%), SMA Regina Pacis (40%), and SMAN 4 Jakarta (14%).

The practical suggestion of this research are: (1) The suggestion for the school is that the teaching of resilient and competitive characters can be presented in the example, definition, discussion, and role-playing, (2) the suggestion for a teacher is to give rewards for students with good characters. The reward is not only for the achievement, but students with good character should be praised to maintain their behavior and use it as the model for other students. While the suggestion for the next researcher is that the qualitative research can be used to observe resilient and competitive character from family or school.

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