

UNDERSTANDING OF INDONESIAN STUDENT BEHAVIOR AND CHARACTER IN ENGLISH LANGUAGE TEACHING CONTEXTS: A QUALITATIVE ETHNOGRAPHIC INVESTIGATION

Farikah*, Umi Rachmawati, Delfiyan Widiyanto, Ipung Hananto,
Jendriadi, Linda Eka Pradita

English Education Study Program, Faculty of Education and Teachers Training, Universitas Tidar,
Magelang, Indonesia

*Corresponding Author Email: farikahfaradisa@untidar.ac.id

ABSTRACTS

This qualitative ethnographic study investigates the value of character education for children at elementary school in the context of English Language Teaching and how it affects their emotional growth. The research aims to evaluate several key student behaviour and character indicators, including values, morality, attitudes, interests, and self-concept. Data was collected through direct observation, in-depth interviews, and questionnaire analysis. The results show that students' variances in these indicators provide insight into the range of affective development that occurs in the setting of schooling. The results revealed that most students demonstrated good attitudes, interests, and values, with most rated 'Excellent' or 'Good' in these indicators. However, self-concept showed more significant variation, with several students rated 'Fair'. Moral indicators also show positive results, with most students rated 'Excellent' or 'Good'. This study offers insightful information about students' conduct and personality in learning environments. The findings highlight the need for targeted interventions to improve self-concept and suggest that fostering a supportive and engaging learning environment is crucial for overall character development. These insights can serve as a basis for creating more effective educational programs and improving student performance in learning environments.

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INTRODUCTION

Education is one of the main pillars in the formation of individuals and society (Idris et al., 2012). Within this, some complexities involve more than just the transmission of knowledge and information. Education also plays an important role in shaping an individual's attitudes, interests, self-concept, values and morals as mentioned by Gable (Rabiudin et al., 2018). As an integral part of education, students are subjects who experience a journey of transformation in various aspects. Education can help you enhance your abilities in a variety of sectors, allowing you to provide for yourself in the future (Ismail et al., 2022). Some studies have provided detailed insights into how students experience transformation in their attitudes towards learning, reflecting a more mature self-concept influenced by their interests and enriched by the values they embrace. It provides an in-depth picture of how students experience a transformation in their attitudes towards learning, reflecting a more mature self-concept, influenced by interest in various subjects, and enriched by the values they embrace. For instance, Ismail et al., (2022) mentioned that through this journey, students move from habits formed through learning experiences to deeper beliefs about values and morals. However, failure to recognise this will be an issue in the future. Another study conducted by Ghafar,

(2023) underscores the importance of confidence-building and appreciation of diverse perspectives in ELT contexts. In addition, it is also mentioned that one of the shortcomings of student competency in the dynamic field is creating social issues in the classroom, community, and environment Life at the national and state levels (Anghelache, 2013) (Alqahtani, 2019).

In the context of English language teaching, the transformative journey of students described in the passage becomes particularly relevant. Language education extends beyond the mere study of grammar and vocabulary; it encompasses the development of crucial skills such as communication, cultural awareness, and critical thinking. As English language learners (ELLs) engage with new linguistic and cultural environments, their self-concept and attitudes toward learning undergo significant changes. This aligns with the passage's discussion on how education facilitates a transformation in students' attitudes and self-concept, influenced by their interests and values. Through their learning experiences in language education, students not only acquire academic knowledge but also shape deeper beliefs about values and morals, mirroring the transformative process highlighted in the passage.

Some studies provide a detailed picture of how students' attitudes toward learning change, reflecting a more mature self-concept affected by their interests in various areas and supplemented by the values they hold. During this journey, students transition from habits acquired via learning experiences to deeper views about values and morals. In English language schools, this transition can be seen when students build confidence in their language abilities, participate in conversations, and respect diverse perspectives through literature and cross-cultural interactions (Kien & Nghia, 2024).

Education is an important foundation in shaping children's character, especially at the elementary school (SD) level (Bano, 2015). In addition to gaining academic knowledge, children also develop values and aspects of their character. At this level, character education plays a central role in guiding students to understanding their values, ethics, and affective development. Character cultivation in elementary school children involves a deep understanding of various affective aspects, such as emotions, morals, social and personality. This includes developing empathy, a sense of responsibility, motivation, and the ability to interact well in their social environment. At this level of education, the main goal is to form individuals who are not only academically intelligent but also have good ethics and strong social skills.

Character education for elementary school children is an important part of efforts to educate individuals who have integrity, morality and good social skills. One crucial component of human resource quality is character. Even someone with great academic talent might lose their value to society or even become dangerous if they have a bad moral code. (Tohri et al., 2022). Besides students, teachers' character contributes highly to the students. Characters and figures in character education, along with the skills of the teachers, have a big impact on how well and how strongly children's characters develop (Lukman et al., 2021). The key human resource propelling the country's education system is its teachers (Zakaria et al., 2021).

Leading research in this area can help refine the best approaches and provide a deeper understanding of the relationship between education, children, and character. Elementary school children are at a very important stage of cognitive and social development. They are easily influenced and able to absorb social values and norms quickly. Therefore, character education from an early age can form a strong basis for the formation of good character in the future. As reported by Benninga & Berkowitz (2003) academically excellent character education schools provide opportunities for students to contribute in meaningful ways to the school and its community. In addition, character education is not only related to moral values but also includes aspects such as empathy, honesty, responsibility, cooperation and other

positive attitudes. Elementary school children need to be given opportunities to understand and internalize these values through various learning activities.

Elementary school children are often their first exposure to their family's values. Good character education at school can function as a support for the values taught at home. This creates a close connection between education at school and the values applied at home. The two most important environments for learning and development in children, particularly in the early years, are their family and school (Jackson et al., 2016). In addition, it was also reported that the importance of parental self-efficacy in determining parenting satisfaction and practices (Pomerantz & Monti, 2015) (Coleman & Karraker, 2000) This research aims to provide deeper insight into the importance of character education for elementary school children, and how this can influence their affective development. This study evaluates several key indicators related to student behaviour and character in an educational context. This evaluation is based on an assessment of the main indicators, namely attitudes, interests, self-concept, values and morals based on Gable (Rabiudin et al., 2018). We hope that the findings in this research can provide useful guidance for educators and parents in guiding children towards balanced growth, both intellectually and affectively.

The chapter concludes by discussing the relationship between character education in schools and values taught at home, emphasizing how crucial it is for kids' learning and growth that these two settings be closely connected. By analyzing important variables including attitudes, interests, self-concept, values, and morals, the study seeks to shed more light on the significance of character education for primary school students and its impact on affective development. It is expected that the results will help parents and teachers support children's balanced development on both an intellectual and affective level.

RESEARCH METHOD

In this study, a qualitative ethnographic research design is used to examine student character and behavior in language teaching classrooms. This approach gives us a better understanding of how students interact with the language learning environment and how their educational experience affects their behaviors and attitudes. Data collection methods include participant observations, questionnaires, and in-depth interviews.

Through the questionnaire procedure, 86 individuals were observed, offering a wide variety of insights regarding their experiences and behaviours inside the language teaching setting. Furthermore, in-depth interviews were carried out with homeroom teachers, English teachers, principals, and elementary school students to acquire their viewpoints on character development and behaviour among pupils. The interviews were conducted over two months, with each interview lasting between 45 and 60 minutes. Questions were designed to explore students' experiences in language classes, their perceptions of language learning, and observations of classroom behaviour and interactions. Additionally, the format was semi-structured, allowing for flexibility in responses. All participants gave their informed consent after being made aware of the goal of the study and the fact that their participation was voluntary. The identity of the participants and the details of their schools were kept private.

Several techniques were used to improve the validity and reliability of the data that was gathered. A triangulation of data was employed, incorporating information from questionnaires, observations of classroom interactions and interviews with homeroom teachers, English teachers, principals, and elementary school students. A comprehensive understanding of the dynamics of language learning environments is guaranteed by this method. In addition, participant verification was done; interviewees evaluated early results to validate the data's accuracy and interpretive validity.

Thematic analysis based on Gable (Rabiudin et al., 2018) was employed, whereby data was thematically evaluated through interviews and observations. The analysis process included:

1. Familiarization with the Data: Transcription of interviews and review of observation notes to thoroughly understand the content.
2. Generating Initial Codes: Identification of significant features in the data relevant to language teaching and learning, and the development of initial codes.
3. Searching for Themes: Organization of codes into potential themes, grouping related data to identify patterns and insights.
4. Reviewing Themes: Refinement and review of themes to ensure they accurately represent the data and address the research questions related to language teaching.
5. Defining and Naming Themes: Clear definition and naming of themes to reflect their content and relevance to the study's focus on language education.
6. Writing the Report: Compilation of a detailed thematic analysis report, incorporating insights from interviews and observations to offer a comprehensive understanding of student behaviour and character development in the language teaching context.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research aims to evaluate several key indicators related to student behaviour and character in an educational context. This evaluation is based on an assessment of the main indicators, namely attitudes, interests, self-concept, values and morals based on Gable (Rabiudin et al., 2018). The data collected from this research has been analyzed to provide a better understanding of student behaviour in the learning environment.

The results showed that most students demonstrated good attitudes, interests and grades, with most of them rated 'Excellent' or 'Good' in these indicators. However, students' self-concept showed more significant variation, with several students rated 'Fair'. Meanwhile, moral indicators also show positive results, with the majority of students rated 'Excellent' or 'Good'.

It will describe the results of the research we have conducted. Our data is carefully collected and analyzed to provide deeper insight into the key indicators that have been identified. The table below shows the assessment results based on the main indicators, namely attitudes, interests, self-concept, values and morals. This data is the result of research we conducted to better understand student behaviour in educational contexts.

Table 1. Assessment Results Based on Main Indicators

No	Indicator	Excellent	Good	Fair	Poor	total
1	attitude	63	17	5	1	86
2	interest	67	10	7	2	86
3	Self Concept	31	22	32	1	86
4	Value	81	2	3		86
5	moral	64	18	4		86

The results of this study illustrate variations in the assessment of these key indicators. The above table lists the assessment results for each indicator. The five indicators are as follows.

a. Attitude

A student's views during elementary school greatly impact how their future turns out. It's an important time in their educational path. In our survey, we discovered that, of the 86 students who participated, 63 were rated as having an exceptional attitude and 17 as having a decent attitude. It's crucial to remember that 1 student earned a low rating and 5 pupils received a decent score, revealing some differences in attitudes among these young students.

The attitudes that students acquire in elementary school have a significant impact on their future academic and personal development. Good attitudes developed during this early stage can result in higher motivation, engagement, and general academic achievement. On the other hand, unfavourable attitudes can present difficulties that could impede a student's future.

The claim emphasizes how important the formative years in elementary school are, implying that the attitudes developed at this time can be a powerful indicator of future results. The large proportion of students who exhibit excellent attitudes suggests a strong basis, which can lead to higher levels of motivation, engagement, and academic performance in general. The idea that a student's educational journey can be positively shaped by a strong start in elementary school is supported by the positive link shown between early positive attitudes and later achievements. On the other hand, the observation that one student had a bad rating and five received a reasonable score indicates that these young learners may face difficulties and have different mindsets. The warning notice emphasizes how crucial it is to address and correct negative attitudes as soon as possible.

This result is in line with (Jackson et al., 2016) which emphasizes the relationships between particular attitudes and actions. In addition, Some scholars contend that the features of the classroom environment have an impact on students' attitudes toward learning (Anghelache, 2013) (Rahmayani & Istiyono, 2022) In essence, how these results align with the body of literature emphasizes the complex interplay among attitudes, behaviours, and the learning environment. It emphasizes the necessity of an all-encompassing approach to education that considers the larger context, which includes the classroom setting, in addition to academic content when forming students' attitudes toward learning. This all-encompassing viewpoint can aid in the creation of practical plans for improving the educational process as a whole and encouraging students' positive attitudes.

b. Interest

One notable illustration of elementary school pupils' individuality is the wide range of interests they have. Of the 86 children in this age group, 67 have demonstrated exceptionally high levels of interest in a variety of topics and extracurricular activities. Their educational path is fueled by this intense excitement, which pushes them to explore, study, and develop. A strong assessment demonstrates a healthy level of interest for ten pupils, which lays a strong foundation for their academic growth. A fair assessment was given to a different set of seven students, suggesting that there is still an opportunity for improvement. Ultimately, two pupils' low ratings indicate that it could be difficult to pique their attention. To create a dynamic and engaging learning environment that meets each student's individual needs, it is essential to acknowledge and promote these various interest levels.

Some studies highlight the "power" of interest on student engagement and learning (York et al., 2009) (Ainley, 2006). Interest in learning is very important because it is the main driver that motivates students to explore, understand and develop knowledge. When students have a high interest in a topic or activity, they tend to be more involved in the learning process, thereby creating a more positive and meaningful learning experience. Apart from that, interest can also increase the level of information retention. Students who have a high interest in material tend to remember and understand the concepts being taught more easily. This creates a strong foundation for long-term learning and the development of deep understanding.

Thus, we can conclude that understanding and promoting the diversity of students' interests not only supports their academic growth but also forms the basis for creating a fun and meaningful learning environment for every student.

c. Self Concept

We found that 31 out of the 86 elementary school pupils who took the self-concept assessment scored extremely highly, demonstrating a strong and positive self-perception. 22

other children who had a positive self-concept with space for improvement were also given good assessments. 32 pupils, on the other hand, obtained a fair evaluation, indicating that they can improve their self-concept given the appropriate assistance and direction. Regretfully, one student got a low score, emphasizing the critical need for significant support in developing a more positive self-concept. It is impossible to exaggerate the significance of a student's self-concept in their academic path. A positive self-concept might affect a student's behavioral, emotional, cognitive, and agentic participation at school. It was identifying and fostering in elementary school a good self-concept (Olana & Tefera, 2022) (Elbagiz & Adityo, 2023; Gresham et al., 2000).

In summary, our investigation on self-concept evaluations among 86 elementary school students has uncovered a heterogeneous terrain of perspectives among the student body. Although a sizeable percentage had extraordinarily high scores, suggesting a strong and positive self-perception, some still have potential for improvement even though they have a positive self-concept. Some students' fair evaluations show that there is room for improvement with the correct direction. The alarming finding of one student who had a low score, however, highlights the critical need for significant assistance in developing a more positive self-concept.

d. Value

After assessing the values exhibited by primary school pupils, we discovered that 81 out of 86 children obtained good ratings in this area. This suggests that these pupils have successfully assimilated and demonstrated admirable principles in their interactions and behaviour. Furthermore, it was determined that the two pupils had a strong understanding of values, which is indicative of their developing positive personalities. Three kids did, however, obtain a fair evaluation, indicating that this is an area that needs work. Instilling values in kids is an essential part of character education and personal development. Strong values exhibited by students regularly support a courteous and upbeat learning atmosphere. Parents and teachers must keep hammering home these principles and encouraging empathy, kindness, and integrity in primary school students. Instilling values in children is essential for character education and personal growth because well-established values foster a polite and supportive learning environment (Gresham et al., 2000).

In summary, the evaluation of values among elementary school students has produced positive findings, with 81 out of 86 students earning excellent evaluations. This resoundingly good result shows that they have successfully assimilated and demonstrated great ideas in their behaviour and interactions. Remarkably, two students demonstrated a robust comprehension of moral principles, indicating the growth of admirable character traits. Three kids receiving fair evaluations, however, point to an area that needs work and development.

It is impossible to overestimate the significance of teaching values to kids since it is a cornerstone of character education and personal growth. The virtues that students demonstrate have a major role in creating a polite and happy learning environment. It is essential that parents and educators consistently and persistently instil these values in their children.

e. Morals

An encouraging image emerges from the evaluation of primary school pupils' morality, where 64 out of 86 students receive high ratings in this area. This implies that a sizable majority of students behave ethically and with strong moral principles. Furthermore, 18 pupils received a moral standards assessment that demonstrated their strong character development. It is noteworthy, although, that four kids obtained a fair rating, suggesting a possible space for moral values improvement. Developing strong moral principles in pupils is a vital component of character education. Encouraging moral growth in primary school pupils contributes to the development of empathy, accountability, and moral judgment. These moral principles should be fostered and upheld by families and schools going forward since they are crucial.

A key component of character education is helping students develop strong moral convictions. In addition to having a favourable immediate effect on behaviour, fostering moral development in elementary school students helps them acquire critical skills like empathy, responsibility, and moral discernment in the long run. These characteristics serve as the cornerstone of moral and responsible citizenship. Families and educational institutions must never stop promoting and upholding these moral values. Working together, the family and school settings guarantee a thorough and uniform strategy for fostering moral principles in the next generation. By making moral education a top priority, we help to build a society that is more empathetic and morally aware while also nurturing strong character in people.

The above numerical data we have collected will be strengthened by the research subject's point of view. We believe that combining numerical data and interview results will provide a more comprehensive and in-depth picture of students' affective development at the elementary school level. Let's look at the following excerpts to gain a richer and more constructive insight into the research subjects' views on affective development in the educational environment. The homeroom teacher for class 6 stated that A

"The answers to the questionnaire filled in by student A are correct according to the child's condition. This child's way of thinking is different Whatever the lesson is not connected. He is less motivated to study. This is indeed a factor in his ability. If he gets a math question, he often suddenly becomes short of breath. It is a factor in the child's capacity. But it's impossible. child stays in class"

Similar opinions are stated by the homeroom teacher for class 4.

"The questionnaire filled in by student B is true. However, this child is good and capable, but because of the wrong social circle, he lacks self-confidence and motivation. He lives with his father. His mother separated due to divorce. His father was a thug"

Furthermore, the class 6 teacher also said the same thing about student C.

" the questionnaire answer is true. Because it is the child's capacity. However, in class 6 there have been many improvements and changes because now the child is studying at an Islamic boarding school."

"There is one student, his name is D. His child doesn't connect when we teach him. he can't read yet. His mother died so he lived with his father. But there has been improvement. Already memorized up to the letter 'J'. About school payments and other administration, he is very diligent, never late, but because of the child's capacity. His strength is that he is smart at running"

In addition, it is also stated by the homeroom teacher for Students E

"The questionnaire he answered was indeed true. His parents sell fried chicken. His mother is a housewife. The child is passive. He often skips class and doesn't go to school. He is often absent for up to 3 days. If he is late, he doesn't go straight home to class. Rarely does homework. Due to his habit of staying up late at night and playing with his surroundings, he rarely does homework. Environmental factor. Average ability. The child is passive and quiet. If taught in class, doesn't pay attention but instead draws. Even though his drawing skills are not yet visible"

These excerpts reflect varying views on the development of students from different grades in elementary school, and the final section shows that teachers feel this is a common situation in schools.

In different places, the school principal provides a broader view of the student situation at school, including the common challenges faced by most students. She mentioned the school's efforts to increase student motivation and provide information about school policies related to student absenteeism and achievement. The principal can also provide a perspective on the

various school programs that have been implemented to help the overall development of students. With additional information from homeroom teachers and principals, we will have a more comprehensive view of students' situations and the factors influencing their development in school. From the results of the interview, several indicators influence the students' behaviour and character. They are as follows.

a. Diversity in Student Development

Interview results show that student development in various classes has significant differences. Some students show low motivation and a lack of engagement with lessons, while others show improvements in their development. The vast range of individual traits and distinctive qualities that students contribute to the learning environment are referred to as diversity in student development. This idea recognizes that students are not all the same; they have unique characteristics, histories, experiences, learning preferences, and skill sets that all add to the vibrant fabric of the learning community. Diversity is defined by a number of factors, such as race, ethnicity, gender, sexual orientation, financial status, skills, disabilities, cultural backgrounds, and cognitive styles, among others. To put it briefly, diversity in student development acknowledges and values the fact that kids are diverse individuals with a wide range of traits and life experiences. In addition to being an issue of equity, embracing this diversity is a tactic for establishing a vibrant and stimulating learning environment that equips students with the intricacies of a global society.

b. Influence of the Social Environment

Interviews with teachers and homeroom teachers reflect that social-environmental factors, such as social and family relationships, play an important role in student development. Some students are affected by unsupportive environments, such as wrong groups and difficult family situations. Character development is greatly influenced by one's social surroundings. Character is the collection of moral and ethical attributes that characterize an individual and direct their actions. The different social, cultural, and interpersonal elements that affect a person's growth and values are together referred to as the social environment.

(Jackson et al., 2016; Nurdin, 2020)

c. Improvement Efforts

Although some students face challenges, it is apparent that there are efforts to help them. Some students have experienced improvement, as mentioned by the 6th grade teacher who stated that these students now attend an Islamic boarding school. Work is a vital component in moulding a person's personality. Character development calls for deliberate and ongoing work; it is not a passive process. Here's how character development is influenced by effort, such as Perseverance and Self-Control, Establishing and Reaching Goals, Making Moral Decisions, Constant Learning and Development: Overcoming Obstacles, etc.

d. Teacher Perception

Teachers and homeroom teachers feel that students' capacity and motivation factors have a significant impact on their development. They try to understand students' problems and provide different views on the causes. One important component of the learning environment is the interaction between teachers' perceptions of pupils and their character. Instructors frequently have a big say in how their pupils develop as individuals and how to evaluate that progress. (Idris et al., 2012; Jackson et al., 2016; Zakaria et al., 2021)

e. Shared Challenges

Finally, the interview results show that the situation seen in students is not an isolated case. The teachers felt that the challenges faced by these students were a common situation in schools. Character development frequently entails navigating and responding to a variety of problems, and how people approach and overcome these common challenges can build their unique personalities. (Abad-Mancheño et al., 2022; Donovan et al., 2014; Yulia et al., 2020)

Discussion

This study examines how important markers of student conduct and character are evaluated in a learning environment. According to Gable, the evaluation emphasizes critical elements such as attitudes, interests, self-concept, values, and morality theorized by Gable (Rabiudin et al., 2018). The study's conclusions show that most kids have positive attitudes, interests, and grades—the majority of them earning ratings of "Excellent" or "Good" in these categories. On the other hand, there is a greater degree of variety in pupils' self-concept, with some being ranked as "Fair." On the other hand, the moral indicators show largely favorable outcomes, with most pupils earning 'Excellent' or 'Good' ratings.

This research is supported by some studies reported by (Fabunmi et al., 2007; Imtihan & Ahyar, 2018; Ismail et al., 2022; Mouton et al., 2018; Tohri et al., 2022) which mentioned that A complex web of interconnected elements forms each character, each of which adds to the distinctiveness of the individual's individuality. Morality influences conduct and acts as a compass for making moral decisions. People's attitudes shape how they view and approach life, which influences how they react to opportunities and problems. One's perception of oneself, or self-concept, is fundamental to their resilience, self-assurance, and general well-being. Curiosity and passion are stoked by interests, which motivate people to learn more and become experts in particular fields. Deeply rooted beliefs called values serve as the cornerstone of an individual's character, guiding decisions and supporting ethical ideals. These components work in concert to create the complex and varied personalities that enhance our society's fabric.

This conclusion highlights the importance of understanding the factors that influence student development, including social and environmental factors. To help students overcome their challenges, a comprehensive and sustainable approach may be necessary, as well as collaboration between teachers, homeroom teachers, and students' families.

CONCLUSION

To sum up, the purpose of this qualitative ethnographic study was to develop a thorough grasp of the character and behaviour of students in learning environments with a specific focus on English language teaching contexts.. To investigate the intricacies of students' affective development, the study included theme analysis, in-depth interviews, and participant observation besides questionnaire. All things considered, the study sheds important light on how students behave and behave in learning environments. It highlights how social and environmental elements influence how kids develop emotionally and how comprehensive and long-term student support strategies are necessary. This study provides a more thorough knowledge of the affective development of primary school kids by merging numerical data with interview results. The results of this study can be used as a basis for creating more effective educational initiatives and raising student performance in educational settings.

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