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339 Analysis of Education Character Output Based on Gender Differences in Elementary School Dian Eka Indriani1, Umi Anugerah Izzati 2, Bachtiar Syaiful Bachri3, M. Sahid 4 { dianindrian79@stkippgri-bkl.ac.id 1, umianugerah@unesa.ac.id 2, bachtiarbachri@unesa.ac.id } 1STKIP PGRI Bangkalan, Jl. Soekarno Hatta No.52 Bangkalan Madura, Indonesia,, 2,3Universitas Negeri Surabaya, Jl. Lidah Wetan, Lakarsantri Surabaya, Indonesia

Abstract. The Learning Process in Elementary Schools has been designed based on basic competencies (KD), namely KD1 which is oriented towards forming religious students; KD 2 which is oriented towards forming humanity and social attitudes of students so that they care about the environment; KD 3 on students' knowledge and insights; and KD 4 is oriented towards training students' skills according to the interests and talents of their participants.

Thus, learning objectives not only make students master the targeted competencies, but are also designed to shape students to be able to recognize and realize the importance of character values, and to internalize character values in the form of daily behavior. However, it is hypothetically that the outputs or the results of character education provided to students both males and female may have differences. Therefore, this study aims to determine the differences in character education in male and female elementary school (SD) students. The survey method with the questionnaire used in this study was developed based on Lickona's theory.

The subjects of this study were 482 consisting of 219 males and 263 females of elementary school students in class VI in 18 districts in Bangkalan Madura Regency. The analysis was conducted using SPSS 22, the results showed that there were significant differences, namely female students had better aspects of moral knowing, moral feeling and moral action than male students. Keywords: Character Education; Gender; Lickona

theory; Primary school;. 1 Introduction Understanding character according to Philips [1] is a collection of values that lead to a system, which underlies the thoughts, attitudes, and behaviors that are displayed.

According to the ministry of national education [2] character education is interpreted as education that develops national character in students so that they have values and character as their character, apply those values in their lives, as members of society, and citizens who are religious, nationalist, productive and creative. Character education is also interpreted as a social aid so that individuals can grow and live their freedom in living together with others [3] [4]. Character education can also be interpreted as value education, character education, moral education, character education, which aims to develop the ability of students to make good decisions, maintain what is good, and realize that goodness in everyday life with all their heart ICE 2019, September 28-30, Purwokerto, Indonesia Copyright © 2020 EAI DOI 10.4108/eai.28-9-2019.2291027 340 Character education is a direct approach to moral education by giving lessons to students about basic moral knowledge to prevent them from committing immoral behavior or harm to themselves or others [5] [6] [7].

Another definition from Lichona is where character education is a business that is intentionally carried out to help someone so that he can understand, pay attention to, and do basic ethical values [8] [6]. While Narwanti explains character education is a system of planting character values to the will, and actions to implement these values [9]. The functions of character education are: 1) development; 2) repairs; and 3) filters. Development, namely the development of potential students to become well-behaved individuals, especially for students who have attitudes and behaviors that reflect national character.

Improvement, which is to strengthen the role of national education to be responsible for developing the potential of more dignified students [10]. According to Ma'mur [11] the purpose of character education is the planting of values in studnts ndthe ewal f ar pnintvalueiividfrdm r ' further argued that character education is also aimed at improving the quality of the implementation and results of education in schools that lead to the achievement of complete, integrated and balanced character and noble character formation in accordance with graduate competency standards.

School Guidelines [2] explain character values consisting of 18 character values namely religious, honest, tolerant, disciplined, hard work, creative, independent of democracy, curiosity, national spirit, love for the country, respect for achievement, friendship / communicative, peace-loving, fond of reading, caring for the environment, caring for the social, and responsibility [12]. The Learning Process in Primary Schools has been

designed based on basic competencies, including: KD1, which is oriented towards forming religious students.

KD 2, which is oriented towards forming the humanitarian and social attitudes of students to care for the environment. KD 3, oriented towards expanding students' knowledge and insight. KD 4, oriented to train students' skills according to their interests and talents [13]. Thus, the learning goal is not only to make students master the targeted competencies, but also designed to shape students to be able to recognize and realize the importance of character values, and internalize character values in the form of daily behavior (Mustoip et al , 2018). However, it is hypothetically that the outputs or the results of character education provided to students both males and female may have differences, this is because the thinking process is different between men and women [14].

Therefore, this study aims to determine the differences in character education in male and female elementary school (SD) students. 2 Method This research is using quantitative approach with a survey methods, and this type of research is included in explanatory research, where research is conducted to test the truth of predictions from theory, develop theories to new issues or topics, and elaborate and enrich explanations of this theory [15]. Quisionares was developed based on Lichona's theory, which emphasized three components in character education namely moral knowing, moral feeling and moral action.

The subjects in this study were 219 men and 263 female elementary school students in which was conducted in eighteen Elementary Schools in each sub-district of Bangkalan 341 distric, East Java since Bangkalan is one of city in Madura island where religion nuace is strong [16]. The data obtained was then analyzed. Data analysis is a process of giving meaning to data to answer problems and test research hypotheses [17]. The data analysis technique used in this study is the t-test using SPSS, because the purpose of this study is to examine whether or not there is a difference in character education between male and female students.

Firstly, The the quisionaire is tested to confirm the validity and reability of the research instrument. Validity shows the measurement ability of the research questionnaire. A valid questionnaire shows that each item in the questionnaire is able to measure well the variables to be measured. To measure the validity used Pearson correlation If the Pearson correlation between each statement item with a total score produces significance below 0.05, then the statement item is declared valid.

The reliability test is carried out to determine the extent to which the questionnaire can

be trusted or can be relied on (consistently). To measure reliability the Cronbach alpha value is used. If the Cronbach alpha value is greater than 0.6, the questionnaire is said to be reliable. Tabel 1. Validity and reliability test results Character aspect Croba Action 0.847 Feeling 0.932 Knowing 0.951 Source: Processed Data (2019) The result shows that reliability of the moral action aspect was 0.847, the moral feeling aspect was 0.932 and the knowing moral aspect was 0.951. Cronbach Alpha produced above 0.6, so it can be concluded that the items in this study are said to be reliable.

The results of the validity test on each item statement on the moral action aspect, moral feeling and moral knowing produce a significance value (P- Val ma 00 a 5 the statement items in this study can be declared valid. 3 Result In the description of the research variables will be explained the average value (mean) of respondents' answers on each item statement in the questionnaire about aspects of the character of action, feeling, and knowing. Descriptions of the average aspects of the character of action, feeling, and knowing will be grouped according to the sex of the respondent to find out the description of the aspects of male and female characters.

Based on Table 2, it can be seen that overall the respondents' answers to statements regarding aspects of the character of action, feeling, and knowing amounted to 2.93, where the value approached a scale of 3 (agreed) on Likert 1-4. This shows that respondents have good aspects. The highest perception of respondents regarding aspects is in the feeling aspect, with the highest average of 3.03, while the lowest perception of action with an average of 2.81. If it is seen on average by sex, it can be seen that in general female respondents have a higher character compared to men. This was shown in the average group of female respondents at 2.87 in the aspect of action, 3.11 in the aspect of feeling, and 3.07 in the aspect of knowing. 342 Table 2. Descriptions of Character Aspects according to Gender Character Aspect Sex N Avg Action Male 219 2.75 2.81 Female 263 2.87 Feeling Male 219 2.94 3.03 Female 263 3.11 Knowing Male 219 2.85 2.96 Female 263 3.07 Keseluruhan 482 2.93 Source: Processed Data (2019) . The next steps is conducting T-test.

In this study an independent t-test was used to find out whether there were differences in the aspects of action, feeling, and knowing between male and female respondents If the independent t-test produces a significance value of t <0.05 that there are differences in aspects between the sexes of men and women. Table 3. Independent t-test result Aspect Sex N Avg Sig. T Ket. Action Male 219 2.75 0.007 Significantly different Female 263 2.87 Feeling Male 219 2.94 0.000 Significantly different Female 263 3.11 Knowing Male 219 2.85 0.000 Significantly different Female 263 3.07 Source: Processed Data (2019) Table 3 shows that the significance of t produced in the aspect ratio in the group of men and women is equal to 0.007 for action and 0,000 respectively

for feeling and knowing. The e are significant differences in action, feeling, and knowing between male and female respondents, in which female respondents tend to have better aspects.

The Analysiz results also show prominent moral aspects and can be seen from the following table; 343 Table 4. Description of Moral Aspects According to Gender Moral Aspects Gender N Average Action Male 219 2.75 2.81 Female 263 2.87 Feeling Male 219 2.94 3.11 Female 263 3.03 Knowing Male 219 2.85 2.96 Female 263 3.07 Whole 482 2.93 Source: Processed Data (2019) Based on Table 4, it can be seen that overall the respondent's answer to the statement about the moral aspects of action, feeling, and knowing is equal to 2.93, where the value approaches the scale of 3 (agree) on Likert 1-4. This shows that respondents have good moral aspects.

The highest perception of the respondents regarding the moral aspect is located in the feeling aspect, that is, with the highest average of 3.03, while the lowest perception regarding the moral aspect is the action with an average of 2.81. female respondents generally have a higher moral aspect compared to men. This is shown in the average female respondent group of 2.87 in the action aspect, 3.11 in the feeling aspect, and 3.07 in the knowing aspect. Overall the subject of this study has the best moral feeling with an average of 3.03 where moral feeling is a strengthening in the emotional aspects to shape a person's character, including: awareness of identity, confidence, sensitivity to the suffering of others, love of truth, self-control and humility.

This shows that the subject of research has a great sense of empathy and fairness towards others, but this has not been supported by extensive knowledge of morals and concrete actions to implement these morals 4 Discuscion Biologically, differences in several brain structures allow male and female students to differ in several ways such as the ability to process, respond to information, or store long-term information. Sasser [18]reports that the limbic system in men and women has a different structure. Further explained that women generally have a hippocampus larger than men, so that it has the potential to improve long-term storage memory better.

In addition, another part of the brain that has a different structure between men and women is the cerebral cortex that controls thinking, decision making, and intellectual function. Furthermore Sasser [18] revealed that the female brain receives about 20% more blood flow and has more nerve connections. According to Witelson et al. [19] this allows women to process and respond to information more quickly. Therefore, the moral knowing aspect of female students is better than male students. Lickona [8] [20] defines moral knowing, which is moral knowledge, related to how one can know good and bad things.

The dimensions included in this moral knowledge are cognitive domains, including moral awareness, knowledge of moral values, courage to take a position, and self-recognition. Moral feeling, namely strengthening in the emotional aspect to shape one's character, including: awareness of identity, confidence, sensitivity to the suffering of others, love of truth, self-control, and humility. Moral Action, which is a moral action that is the result of knowledge of moral and moral feeling. To fulfill this, students must have three aspects of character, including: competence, desires, and habits.

These three aspects of 344 character need to be owned to direct someone to a moral life, because all three will form moral maturity. Lickona defines moral feeling, namely strengthening in emotional aspects to shape one's character, including: awareness of identity, confidence, sensitivity to the suffering of others, love of truth, self-control, and humility. In the moral feeling aspect, female students are also better than male students. This is because women have a greater empathy than men [8] [20].

Gilligan [21] [22] shows that "research on moral development is limited by a great deal of attention to rights and justice (according to the 'masculine' view) and very little attention to caring and sensitivity (in the 'feminist' view) and feminists tend to 'emphasize caring and place an empathic perspective, while each man emphasizes justice or uses the same justice and care. Whereas moral Action, is a moral action that is the result of knowledge of moral and moral feeling. To fulfill this, students must have three aspects of character, including: competence, desires, and habits. These three aspects of character need to be owned to direct someone to a moral life, because all three will form moral maturity [20].

The results of this study also show that the moral action of female students is better than male students. This is because women have better social interaction skills than men. This statement is supported by Hastings, Utendale, & Sullivan [23] that girls have been found to be involved in prosocial behavior more than boys. This difference may be due to different socialization practices and differences in social interaction between boys and girls [23] [24].

In addition, girls tend to focus on maintaining strong relationships with others, while boys focus on building dominance [25]. This social interaction can give women more opportunities to practice positive character behavior than boys. 5 Conclussion Boys and girls are fundamentally different in their socialization [24] [23], both of which can influence the expression of their individual characters. In turn, character education interventions may differ at different stages of development and can affect girls differently than boys [23].

The results of this study indicate that there are differences in character education between male and female students where female students have more character education consisting of moral knowing, moral feeling and moral action that are better than male students. Female students can process information faster. Women's moral thinking is better than men. Women also have a greater sense of empathy than men. In addition, women also have socialization skills that are faster and more familiar than men. The results of this study indicate that there is an imbalance of character education received by male and female students so it is might be needed an education program designed specifically for male students to get the maximum results of character education.

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