THE INFLUENCE OF STUDENT MOTIVATION, EXEMPLARY, PERSONALITY AND GPAI LEARNING STRATEGIES ON THE GROWTH OF CHARACTER VALUES IN STATE SENIOR HIGH SCHOOL STUDENTS IN SALATIGA CITY

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Abstract. A teacher is a very important figure, because they will grow to be role models for their students. The position of teachers as second parents for students is very strategic in order to prepare the nation's next generation of quality. This study aims to determine the relationship of a variable with other variables using multiple linear regression test. Regression analysis is used to test the relationship between two or more variables, especially to explore the pattern of relationships whose models are not fully known. The research used is a quantitative approach using a correlational design. The results of this study are: 1) Motivation has a positive and significant effect on the growth of character values in State Senior High School students in Salatiga City; 2) Exemplary has a positive and significant effect on the growth of character values in state high school students in Salatiga City. 3) Personality has a positive and significant effect on the growth of character values in State Senior High School students in Salatiga City; 4) The GPAI learning strategy has a positive and significant effect on the growth of character values in state high school students in Salatiga City.

Keywords: student motivation; exemplary; personality; GPAI learning strategies; growth of character values in students.

INTRODUCTION

Teachers as educators are central figures in the world of education, each teacher is expected to have ideal personality characteristics in accordance with psychological-pedagogical requirements because teachers have dual roles as teachers as well as educators.

Hazana Itriya said: "*Teachers in schools do not only transfer a number of knowledge to students but more than that teacher must also be able to empower the talents of students, foster their different attitudes and skills* (Ismatullah 2019); (Abdullah 2019). Furthermore, Ahmad Syauqy wrote his opinion:

إن المدرسة نواة كل إصلاح, والمعلم المخلص يستطيع أن يسمو بأمته. وقد اعترف شوقي بك بفضل المعلّم , فقال : قم للمعلّم وفّه التبجيلا # كادالمعلم أن يكون رسولا (أحمد شوقي (1868-1932)

It means: "*Indeed, the school is the core of every improvement/renewal, in which there are noble teachers who are also glorified by the community as Syauqi said about the virtues of a teacher.*"

Based on these two views, the teacher as a true educator is a person who can enjoy every teaching that is carried out, for him educating is pleasure above all existing pleasures, and he is happy to live it as a professional task of an educator, caring in paying attention to every detail of his professional duties, a Teachers are very important figures, because they will grow to be role models for their students, both in pronunciation, deed, inside or outside school, things that must be owned by a teacher, namely having high moral values,

having sincerity in every job, carry out their obligations, and have a strong personality, it is from this that a teacher will be respected by the community.

Various forms of innovation and reform have been engineered starting from the learning system, curriculum, teacher scholarships, and up to "*standard schools*" in various forms. However, it has not been able to bring forth reliable students' characters. The results of our education today are still thick at the cognitive level and have not touched aspects of character with honest, trustworthy, tough, and competitive morality (Zhang 2021); (Soini, Pietarinen, and Pyhältö 2013); (Hadgraft and Kolmos 2020).

A state and within that gives strength, which activates or moves. hence it is called 'drive' or 'motivation' and which directs or channels behavior towards goals. Learning motivation can arise due to 'intrinsic factors. in the form of desire and desire to succeed and encouragement of learning needs, hopes for ideals (Hutajulu, Wijaya, and Hidayat 2019). The extrinsic factors are the rewards, a conducive learning environment, and interesting learning activities. Learning motivation also affects learning achievement. When learning motivation is lacking, the learning achievement is also less satisfactory.

Rahmatullah said: "*Without having a good competence a teacher may not have a good performance. On the contrary, a teacher who has good competence does not necessarily have a good performance. A teacher is the same with competence and motivation to pay the tasks and motivation to thrive*" (Rahmatullah 2016).

The role of competence for a teacher is

very important and strategic for the effectiveness and productivity of his work in the field, in this era of openness, a teacher is required to have optimal competence support, supported by the convincing performance so that the credibility of a professional teacher can be raised, from this we can understand when The government mandates 4 (four) competencies which are requirements for a teacher to be said to be a professional teacher, 4 (four) which are meant are professional, personality, pedagogic, and social for religious teachers plus one more, namely leadership.

The Islamic Education System has provided an understanding that the position of the teacher is placed as a very important figure, it is even stated that a student or student cannot get the benefits and blessings of the knowledge he learns if he cannot respect and honor a teacher. On the one hand, this can train a student's moral character, but on the other hand, in the current era, this can make a teacher have an arbitrary attitude towards students, especially when the teacher has problems in his life.

The qualities of an educator in order to become an effective and productive teacher in guiding students must have ideal personality characteristics, namely: 1) zuhud, not prioritizing material and teaching because they seek the pleasure of Allah alone; 2) the cleanliness of the teacher, both physically and spiritually; 3) sincere in work; 4) forgiving; 5) a teacher is a father before he is a teacher; 6) must know the character of students; 7) must master the subject (Fasih 2016); (Baba

2018).

Goodlad argues, that moral consideration of education, and as a result of the teacher's responsibility is not just a separate part of the work of the teacher, but is integrated with everything that the teacher does both inside and outside (Curren 2015); (Lauermann 2014); (Lauermann and Karabenick 2013).

An ideal teacher at this time is those who have an educator spirit who is able to understand in detail the characteristics of the task by prioritizing care, calm, wisdom, within the scope of worship to Allah SWT. so that from being able with sincerity, he is able to side with students as subjects of education.

Character is a root word from Latin that means chiseled, life is like an iron block, when carved with the care it will become an amazing masterpiece. Likewise with the character of our children, if we direct and shape the character of our children with great care and in the right way, the good character of our children will also be produced. or the character of a person who becomes a special personality as a driver and motivator and distinguishes him from the others, this must be imbued by the teacher as educators and students in particular and in general to the school community.

A learning strategy is a form of a teacher-centered approach to learning (teacher-centered approach), it is said because in this strategy the teacher plays a very dominant role (Darmadi, 2018: 114). Through this strategy, the teacher conveys learning material in a structured manner with the hope that the subject matter

presented can be mastered by students well. The main focus of this strategy is students' academic achievement.

Being a teacher in the millennial era as it is today, you must be able to organize your heart, organize your attitude, not be too material-oriented, sincere in carrying out your professional duties, always be able to inspire, motivate students, and sometimes even have to be ready as a companion for students, able to create a supportive environment so that students can develop as expected

The position of teachers as second parents for students is very strategic in order to prepare quality future generations, in order to organize a social order to become a more advanced and more dignified nation, the position of students will be greatly colored by the behavior and attitude of a teacher. In Javanese terms, it is said that guru is an abbreviation for figure and it is imitated in other terms, it is also found that the pea moso ninggalo lanjaran is also found, so at least a teacher must have the principle of "*love what you will do, and do what you love*".

Today the education system in Indonesia is more directed at the formation of children's character which must be adapted to the child's world, and must also be adapted to the spirit of the child's growth and development. Through family education, school, and social environment, or what we know as Tri Education Center, children can know and develop their character. So, in this case, the three environments must be a good and positive environment, especially the family environment, because the family is the first world that children will meet and

experience. Parents have a very important role in the formation of children's character and religious education is the most important education that must be taught and instilled in children from an early age.

Religion as an essential element in the human personality can provide a positive role in the course of human life, its truth can still be absolutely believed. Religious education acts as a controller and controller of behavior or actions that are born from a desire based on emotion. If religious education is used to be used as a guide in everyday life and has been instilled from an early age, then his behavior will be more controlled and controlled.

The formation of a quality generation begins with an educational output that has been consistently understood since the beginning of the education, subject matter as material that will be given to students according to the characteristics they have both as individuals, socially, and believe in God Almighty, therefore The basis of Islamic education is the Qur'an and the Sunnah of the Prophet. From these two things, all the necessities of life for every human being have been explained in detail, and on these two pillars, the basic concept of Islamic education is built according to human nature.

Moh. Rofiq suggests several educational concepts that have a lot of influence in various Islamic educational institutions, namely: 1) the motivation of great appreciation for science and scholars; 2) filter concept towards science and scholars; 3) the concept of knowledge transmission which tends to be rote; 4) technical tips for utilizing the potential of the brain, both in natural therapy or

psychological morals. These points are all conveyed in a strict moral context, so in many ways, he does not only talk about educational ethics in the form of motivation but also its manifestation in technical forms (Moh. Rofiq, 2006: 103). Furthermore, Haidar Putra Daulay and Nurgaya Pasa said that this pillar will give birth to the opinions of Muslim scholars and scholars on the basis of Islamic education. Thus the third basis of Islamic law was born, namely the ijtihad of Muslim scholars and scholars regarding Islamic education (Bashori, Prasetyo, and Susanto 2020).

The existence of character education is the soul of Islamic education itself, and Islam has concluded that character and moral education is the soul of Islamic education. Achieving perfect morals which is a representation of one's maturity is an essential goal of education itself. But this does not mean that we are not concerned with physical education or reason or science or other practical aspects, but it means that we pay attention to aspects of moral education as well as other aspects, only the position of morality, in this case, is the foundation. base.

Children need strength in body, mind, knowledge, and children also need education in character, feelings, will, ideals and personality (Sanderse 2013). This is in line with Ridhoul Wahidi who said that: "Islamic education has integrated basic concepts that actually exist, but have not been fully implemented. The concepts of integrated Islamic education referred to by the author are divided into two major aspects. Internal aspects (aqidah and heart

education) and external aspects (morals, physical and spiritual, social, intellectual, and sex)" (Ridhoul Wahidi, 2014).

Indicators that appear in the current dynamics are rampant brawls, immoral acts, lack of etiquette in socializing among students, and increasing juvenile delinquency, as well as many cases of mugging and other crimes involving students. mass, both print and electronic, including social media.

The implementation of character education at this school is very important for a change. The changes needed do not have to change the applicable curriculum but the emergence of new attitudes and new skills from teachers, principals, and school counselors, so that from here the teacher will become a role model that is directly observed by students. These new attitudes and skills are requirements that must be met. fulfilled (condition sine qua non) for the successful implementation of character education in Indonesia. It seems that the change in attitude and mastery of the required skills can only be developed through focused, sustainable, and systemic in-service education.

Character as a 'moral excellence' or morality is built on various virtues (virtues) which in turn only have meaning when it is based on the values prevailing in the culture (nation). The character of the Indonesian nation is the character possessed by citizens of the Indonesian nation based on actions that are judged as a virtue-based on the values prevailing in the Indonesian society and nation. Therefore, character education is directed at efforts to develop the values that

underlie a virtue so that it becomes a citizen's personality.

Changes taking place in the world today teach us to care more about education. Despite the many positive effects of globalization, it cannot be denied that this comes along with negative effects (Malär et al. 2011).

The world of the XXI century is now significantly different from the world of the twentieth century, on a macro scale the world of the XXI century is now at least marked by 6 (six) important trends, namely (a) the ongoing digital revolution that is increasingly extraordinary which changes the joints of life, culture, civilization. , and society, including education, (b) the occurrence of increasingly intensive integration of parts of the world due to internationalization, globalization, multilateral relations, communication technology, and transportation technology, (c) the ongoing flattening of the world (the world is flat) as a result of various fundamental changes in the dimensions of human life, mainly due to the globalization of countries, corporations, and individuals, (d) very fast world changes that cause the world to seem to be running hel the growing knowledge society, the information society i (information society), and a network society that makes knowledge, information, and networks very important capital, and (f) the increasingly assertive phenomenon of the creative age and creative society that places creativity and innovation as important capital for individuals, companies, and society. These six things have given rise to a new order, new measures, and new needs that are different from the previous ones, which

must be responded to and fulfilled by the world of national education as well as possible.

According to A. Qodri Azizy, one of the keywords of the development of globalization is competition in all fields, in a competition, the winner is the best in terms of knowledge, that, network, product quality, service, integrity, and accountability. Not much different from the previous opinion, M. Amin Abdullah indicated that the industrial revolution 4.0 today, the world has been mentioned more and more recently, is a direct impact on the success in the field of the communication technology revolution, in this comprehensive cultural flow, almost all aspects of human life have changed. , ranging from individual life, relationships between family members, social life, nationhood, state, marriage system, increasingly sophisticated crime rates, the sophistication of thought, various intellectual training, changing lifestyles, and many more, not only in the physical area. -materials are changed by the current global culture, but non-material areas such as ways of thinking, socializing, behaving, life goals, are automatically forced to change.

With regard to education, the authors note that 2015 was the last year of the Education For All policy agenda, the Millennium Development Goals, and the national education agenda. Regarding the non-education sector, 2015 was the year the ASEAN Economic Community began, the enactment of various new laws and regulations, and the commencement of new policies by the Indonesian government. Therefore, 2015 became an

important milestone in the affairs of government and society in Indonesia, one of which was the affairs of Indonesia's national education. In this regard, the foundations of Indonesia's national education need to be reorganized or re-transformed

The realignment or transformation of Indonesia's national education is intended to provide responses and answers to new challenges, demands, and needs as a consequence of various current conditions. This shows that the realignment or transformation of Indonesia's national education is a historical task (imperative) that must be done seriously. In the author's opinion, there are at least three fairly basic reasons, namely:

First, the nations of the world that are currently experiencing significant progress, such as Japan, Singapore, South Korea, the People's Republic of China, and Finland, have been supported or supported by good, quality, and advanced education. In various education rankings at the global level, for example, Learning Curve, TIMSS (Trends in International Mathematics and Science Study), and PISA (Program for International Student Assessment), these countries always rank at the top.

Second, various international and national studies on Indonesian education provide justification for how urgent the transformation of Indonesia's national education is now. Reports from the World Bank, UNDP, and UNESCO on Indonesian education recommend a targeted transformation of Indonesia's national education so that Indonesia is able to grow and develop properly, avoiding the pitfalls

that lead to various downturns on the one hand and on the other being able to take advantage of opportunities. open opportunities.

Third, various facts and evidence of the performance of national education that has been published by various parties mandate the urgency of restructuring or transformation of Indonesia's national education in a comprehensive and systematic manner. The realignment or transformation of Indonesia's national education can be started by relocating character as the spirit of the deepest dimension of national education side by side with an intellect which is reflected incompetence, with strong-tough character along with high competence, produced by good education, various needs, challenges, and new demands can be met or overcome

The notion of character refers to the understanding in English, which is translated as morality. Morality contains several meanings, namely: customs, manners, and behavior. Meanwhile, according to the draft competency-based curriculum, character contains the value of human behavior which will be measured according to goodness and badness through religious norms, legal norms, manners, manners, cultural norms, and community customs. The character will identify positive behaviors that are expected to be realized in the actions, words, thoughts, attitudes, feelings, and personalities of students (Nurul Zuriah, 2015: 17). Education is an effort to promote the growth of character (inner strength, character), mind (intellect), and the child's

body. The parts should not be separated so that we can advance the perfection of our children's lives."

METHODS

The approach used in this research is a quantitative approach or statistical data analysis. What is meant by a quantitative approach is "*research that focuses on presenting data in the form of numbers or quantitatively scored (scoring) using statistics*".

The quantitative approach emphasizes the existence of variables as the object of research and these variables must be defined in the operationalized form of each variable. Reliability and validity are absolute requirements that must be met in using this research because these two elements will determine the quality of research results and the ability to replicate and generalize the use of similar research models.

Furthermore, quantitative research requires the existence of hypotheses and their testing which will then determine the next stages, such as determining the analytical techniques and statistical formulas to be used ost facto method. The research method used by the author in this study by looking at the existing considerations is the Ex Post Facto research method. Sukardi explained about Ex Post Facto that "*Ex post-Facto research is research in which a series of independent variables has occurred when researchers begin to observe the dependent variable*".

The instrument in this research is a closed questionnaire, which is a list of questions that the respondents themselves must respond to by choosing alternative responses/answers that have been provided.

The Instrument Grid can be seen as follows:

Table 1. Grid of Character Education Strengthening Instruments (PPK)

Variable	Indicator	Item Number	Amount
Strengthening Character Education	Implementation of the PPK program on habituation before learning PAI subjects begins.	1,2,3,4,5,6	6
	Implementation of PPK-integrated PAI learning.	7,8,9,10,11,12,13,14, 15,16	10
	The impact of the PPK program on the character and improvement of PAI learning achievement of students.	17,18,19,20,21,22,23,24,25	9
Amount		**25**	**25**

Tabel 2. Kisi-Kisi Instrumen Motivasi Siswa

Variable	Indicator	Item Number	Amount
Student Motivation	Study preparation	1,2	2
	Completeness of learning, psychological readiness, physical readiness, and learning materials	3,4	2
	Following the teaching and learning process	5,6,7	3
	Have attention in learning, active in learning, and choosing a seat	8,9	2
	Follow up the teaching and learning process	10,11	2
	Repeating lessons that have been explained by the teacher	12,13,14	3
	Asking material that is not understood to friends, parents and teachers, and	15,16,17,18,19,20,21	7
	Looking for additional lesson material	22,23	2
Amount		**23**	**23**

Tabel 3. Kisi-Kisi Instrumen Keteladanan Guru

Variable	Indicator	Item Number	Amount
Exemplary	PAI teachers are role models in aqidah.	1,2	2
	PAI teachers are role models in worship.	3,4	2
	PAI teachers are role models in morals.	5,6,7,8,9	5
	PAI teachers are role models in their work.	10,11,12,13	4
Amount		**13**	**13**

Tabel 4. Kisi-Kisi Instrumen Kepribadian Guru

Variable	Indicator	Item Number	Amount
Teacher's Personality	PAI teachers have a steady and stable personality.	1,2,3,4	4
	PAI teachers have mature personalities.	5,6	2
	PAI teachers have wise personalities.	7,8	2
	PAI teachers have authoritative personalities.	9,10	2
	PAI teachers have noble character and can be role models.	11,12,13	3
Amount		**13**	**13**

Tabel 5. Kisi-Kisi Instrumen Strategi Pembelajaran GPAI

Variable	Indicator	Item Number	Amount
GPAI Learning Strategy	The teacher's ability to convey PAI learning objectives	1,2,3,4,5	5
	The ability of teachers in delivering PAI material.	6,7,8,9	4
	The teacher's ability to use the PAI learning method	10,11,12,13	4
	Teacher's ability to use PAI Learning Media and Resources	14, 15,16,17,18	5
	The teacher's ability to use PAI learning evaluation.	19,20,21,22,23	5
Amount		**23**	**23**

In this study, there are two kinds of relationships between two or more variables, namely the form of the relationship and the closeness of the relationship. To determine the form of the relationship used regression analysis. "Regression analysis is used to examine the relationship between two or more variables, especially to explore the pattern of relationships whose models are not yet fully known" (Muhammad Nisfiannoor, 2019: 103). The usefulness of regression analysis is "to predict the value of the dependent variable (Y) if the independent variable (X) is two or more".

The formula that can be used to find a

and b is:

$$a = \frac{\sum Y - b \sum X}{.N.} = \overline{Y} - b\overline{X}$$

$$b = \frac{N.\left(\sum XY\right) - \sum X \sum Y}{.N.\sum X^2 - \left(\sum X\right)^2}$$

Description:

$\overline{Y}_i$ = the average score of the variable X

$\overline{X}_i$ = Y variable mean score

RESULTS AND DISCUSSION

The Effect of Student Motivation, Exemplary, Personality and GPAI Learning Strategies on the Growth of Character Values in Students at SMA Negeri 1 Salatiga

1. The Effect of Motivation on the Growth of Character Values in Students

    The results of this study explain that the validity of motivation has a positive and significant effect on the growth of character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (3.760) > ttable (1.987). So Ho is rejected and Ha is accepted.

    Motivation has a very important role in the growth of character values in students. When teachers motivate students, students will be enthusiastic in participating in learning activities and can grow students' character to become better individuals.

    This proves that there is a significant influence on motivation on the growth of character values in students. Student motivation can support the increase in the growth of character values in students.

2. The Effect of Example on the Growth of Character Values in Students

    The results of this study explain that the validity of exemplary has a positive and significant effect on the growth of character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (1.990) > ttable (1.987). So Ho is rejected and Ha is accepted.

    Exemplary has a very important role in the growth of character values in students. When the teacher sets an example for students, students will imitate the good things that are given by the teacher and can distinguish between good and bad deeds, so that students can grow character to become good individuals.

    This proves that there is a significant influence on the example given by the teacher on the growth of character values in students. The example given by the teacher can support the increase in the growth of character values in students.

3. The Influence of Personality on the Growth of Character Values in Students

    The results of this study explain that the validity of personality has a positive and significant effect on the growth of character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.001.

This result is supported by the value while tcount (3.573) > ttable (1.987). So Ho is rejected and Ha is accepted.

Personality has a very important role in the growth of character values in students. When students have a good personality, students will easily interact socially both at school, at home or in their environment, so that they can grow character in students to become good personalities.

This proves that there is a significant influence on personality on the growth of character values in students. Good personality that is done by students can support the increase in the growth of character values in students.

4. The Influence of GPAI Learning Strategy on Character Value Growth in Students

The results of this study explain that the validity of the GPAI learning strategy has a positive and significant effect on the growth of character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (4.393) > ttable (1.987). So Ho is rejected and Ha is accepted.

The GPAI learning strategy has a very important role in the growth of character values in students. When PAI teachers use the right strategies, students will easily understand the context of PAI learning well and students can innovate in learning, so that they can grow students' character to become good personalities.

This proves that there is a significant influence on the GPAI learning strategy on the growth of character values in students. GPAI learning strategies can support the increase in the growth of character values in students.

The Effect of Student Motivation, Exemplary, Personality, and GPAI Learning Strategies on the Growth of Character Values in Students at SMA Negeri 2 Salatiga

1. The Effect of Motivation on the Growth of Character Values in Students

The results of this study explain that the validity of motivation has a positive and significant effect on the growth of character values in SMA Negeri 2 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (4.587) > ttable (1.987). So Ho is rejected and Ha is accepted.

Motivation has a very important role in the growth of character values in students. When teachers motivate students, students will be enthusiastic in participating in learning activities and can grow students' character to become better individuals.

This proves that there is a significant influence on motivation on the growth of character values in students. Student motivation can support the increase in the growth of character values in students.

2. The Effect of Example on the Growth of Character Values in Students

The results of this study explain that the validity of exemplary has a positive and significant effect on the growth of

character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (6,330) > ttable (1,987). So Ho is rejected and Ha is accepted.

Exemplary has a very important role in the growth of character values in students. When the teacher sets an example for students, students will imitate the good things that are given by the teacher and can distinguish between good and bad deeds, so that students can grow character to become good individuals.

This proves that there is a significant influence on the example given by the teacher on the growth of character values in students. The example given by the teacher can support the increase in the growth of character values in students.

3. The Influence of Personality on the Growth of Character Values in Students

The results of this study explain that the validity of personality has a positive and significant effect on the growth of character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (9.430) > ttable (1.987). So Ho is rejected and Ha is accepted.

Personality has a very important role in the growth of character values in students. When students have a good personality, students will easily interact socially both at school, at home, or in

their environment, so that they can grow character in students to become good personalities.

This proves that there is a significant influence on personality on the growth of character values in students. A good personality that is done by students can support the increase in the growth of character values in students.

4. The Influence of GPAI Learning Strategy on Character Value Growth in Students

The results of this study explain that the validity of the GPAI learning strategy has a positive and significant effect on the growth of character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (7.359) > ttable (1.987). So Ho is rejected and Ha is accepted.

The GPAI learning strategy has a very important role in the growth of character values in students. When PAI teachers use the right strategies, students will easily understand the context of PAI learning well and students can innovate in learning so that they can grow students' character to become good personalities.

This proves that there is a significant influence on the GPAI learning strategy on the growth of character values in students. GPAI learning strategies can support the increase in the growth of character values in students.

The Effect of Student Motivation,

Exemplary, Personality, and GPAI Learning Strategies on the Growth of Character Values in Students at SMA Negeri 3 Salatiga

1. The Effect of Motivation on the Growth of Character Values in Students

    The results of this study explain that the validity of motivation has a positive and significant effect on the growth of character values in SMA Negeri 2 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.004. This result is supported by the value while tcount (2,914) > ttable (1,987). So Ho is rejected and Ha is accepted.

    Motivation has a very important role in the growth of character values in students. When teachers motivate students, students will be enthusiastic in participating in learning activities and can grow students' character to become better individuals.

    This proves that there is a significant influence on motivation on the growth of character values in students. Student motivation can support the increase in the growth of character values in students.

2. The Effect of Example on the Growth of Character Values in Students

    The results of this study explain that the validity of exemplary has a positive and significant effect on the growth of character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (6.436) > ttable (1.987). So Ho is rejected and Ha is accepted.

    Exemplary has a very important role in the growth of character values in students. When the teacher sets an example for students, students will imitate the good things that are given by the teacher and can distinguish between good and bad deeds, so that students can grow character to become good individuals.

    This proves that there is a significant influence on the example given by the teacher on the growth of character values in students. The example given by the teacher can support the increase in the growth of character values in students.

3. The Influence of Personality on the Growth of Character Values in Students

    The results of this study explain that the validity of personality has a positive and significant effect on the growth of character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.001. This result is supported by the value while tcount (3.421) > ttable (1.987). So Ho is rejected and Ha is accepted.

    Personality has a very important role in the growth of character values in students. When students have a good personality, students will easily interact socially both at school, at home, or in their environment, so that they can grow character in students to become good personalities.

    This proves that there is a significant influence on personality on the growth of character values in students. A good personality that is done by students can support the

increase in the growth of character values in students.

4. The Influence of GPAI Learning Strategy on Character Value Growth in Students

The results of this study explain that the validity of the GPAI learning strategy has a positive and significant effect on the growth of character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.01. This result is supported by the value while tcount (2,645) > ttable (1,987). So Ho is rejected and Ha is accepted.

The GPAI learning strategy has a very important role in the growth of character values in students. When PAI teachers use the right strategies, students will easily understand the context of PAI learning well and students can innovate in learning so that they can grow students' character to become good personalities.

This proves that there is a significant influence on the GPAI learning strategy on the growth of character values in students. GPAI learning strategies can support the increase in the growth of character values in students.

CONCLUSIONS

Based on the results of the analysis and discussion described above, it can be concluded that:

1. Motivation has a positive and significant effect on the growth of character values in State Senior High School students in Salatiga City with the following evidence:

   a. Motivation has a positive and significant effect on the growth of character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (3.760) > ttable (1.987).

   b. Motivation has a positive and significant effect on the growth of character values in SMA Negeri 2 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (4.587) > ttable (1.987).

   c. Motivation has a positive and significant effect on the growth of character values in SMA Negeri 3 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.004. This result is supported by the value while tcount (2,914) > ttable (1,987).

2. Exemplary has a positive and significant effect on the growth of character values in State Senior High School students in Salatiga City with the following evidence:

   a. Exemplary has a positive and significant effect on the growth of character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (1.990) > ttable (1.987).

   b. Exemplary has a positive and significant effect on the growth of

character values in SMA Negeri 2 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (6,330) > ttable (1,987).

c. Exemplary has a positive and significant effect on the growth of character values in SMA Negeri 3 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (6.436) > ttable (1.987).

3. Personality has a positive and significant effect on the growth of character values in State Senior High School students in Salatiga City as evidenced as follows:

a. Personality has a positive and significant effect on the growth of character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.001. This result is supported by the value while tcount (3.573) > ttable (1.987).

b. Personality has a positive and significant effect on the growth of character values in SMA Negeri 2 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (9.430) > ttable (1.987).

c. Personality has a positive and significant effect on the growth of character values in SMA Negeri 3 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.001.

This result is supported by the value while tcount (3.421) > ttable (1.987).

4. The GPAI learning strategy has a positive and significant effect on the growth of character values in State Senior High School students in Salatiga City, with the following evidence:

a. The GPAI learning strategy has a positive and significant effect on the growth of character values in SMA Negeri 1 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (4.393) > ttable (1.987).

b. The GPAI learning strategy has a positive and significant effect on the growth of character values in SMA Negeri 2 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.000. This result is supported by the value while tcount (7.359) > ttable (1.987).

c. The GPAI learning strategy has a positive and significant effect on the growth of character values in SMA Negeri 3 Salatiga students. This value is significant at the 0.05 level of significance with a p-value of 0.01. This result is supported by the value while tcount (2,645) > ttable (1,987).

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