# Students' Character Building in Indonesia Causal Study: The Effect of Commitment, Leadership and Personality on Students' Character Building

*by* Prof. Dirwan

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**Abstract:** The purpose of this study was to determine the effect of Commitment, Leadership and Personality on Students' Character Building in Indonesia. Indonesia which always tries to catch up, is still affected by the characters which are not based on moral values, so that there are many practices which are not in accordance with norms applied. According to Kompas (11-4-2019) data, child abuse in school increases annually, in which there was 122 cases in 2016, 129 cases in 2017, and 228 cases in 2018.

The method used in this research was survey method. The samples were the high school students in Jakarta, consisted of 80 samples selected randomly. Data analysis used in this research was path analysis. The data obtained were examined using SPSS. Based on the research result, it can be concluded that: (1) there was effect of commitment on character building, (2) there was effect of leadership on character building, and (3) there was effect of personality on character building in Jakarta High School students.

In order to compete in the national and international scope, there is a demand of human resources including well-mannered students in which its building is affected by the factor of integrative personality, high commitment and good leadership.

**Keywords:** commitment, leadership, personality, character building

## Introduction

The challenges of Indonesian Nation in globalization era is marked by the emergence of various interest conflict and the tighter the competition among nations. This is in line with the complexity of issues in various life aspects which require human who is smart, creative, skilfull, discipline, having work ethic, professional and responsible as described by a complete human being expected by Indonesian Nation.

Indonesia which always tries to catch up, is still affected by the characters which are not based on moral values, so that there are still many improper practices, such as: law violation, students' fight, drugs case, the low concern towards environment, lack of responsibility, the low confidence and others. According to Kompas (11-4-2019) data, child abuse in school increases annually, in which there was 122 cases in 2016, 129 cases in 2017, and 228 cases in 2018. Banks (2008) stated that constant developing globalization in twenty first century affects every community life's aspect, including belief, norms, values, and behavior. In dealing with such global challenges, there is a demand of human with good character and ability in competing in national and international scope.

Thus, the Ministry of National Education of the Republic of Indonesia (2010) has formulated character as a form of nature and morals owned by someone's personality resulted from internalization process, used as the basis of thinking and behaving, as an identity of an individual. Lickona (2007) stated that there are nine main personal character values that should be built, including: courage, justice, benevolence, gratitude, wisdom, reflection, respect, responsibility, and temperance.

In order that those individual characters develop well, it needs to be learnt as younger as possible through education. In deeper, Lickona gave several reasons why character building is needed, among them are: 1) there are many young generations hurt each others due to the lack of awareness of the moral values, 2) giving moral values to

the young generation is one of the main functions of civilization, 3) leadership role in school as character educational place becomes more important since there is limitation of moral education from the parents and community, 4) there are moral values accepted universally, including attention, respect, and responsibility, 5) democracy has special need for moral education, because democracy is a regulation from, for, and by the community, 6) students' commitment in character building is very important if there is an expectation of good education result, 7) effective character building makes the school becomes more civilized, caring, and referred to good academic performance. Character building is planned effort in helping parents to understand and pay attention to moral values. Character building teaches thinking and acting habit in helping other people's life and working together as family, community and nation. From the discussion above, in preparing human resource including human with good character, it can be affected by various factors including personality, commitment, and leadership.

**Character Building**

The function and purpose of Indonesia National Education (Law of the Republic of Indonesia Number 20 of 2003) states that the function of national education is to develop ability and form character as well as national dignified civilization in order to enrich the life of the nation. Meanwhile, the purpose is to develop the students' potential in order to become religious human being who adhere to the one almighty God, having good character, and become a citizen who is democratic and has responsibility. Such purpose is the foundation for the development of education and character building of Indonesian people, especially the students.

The effort of building creative capability on students will result in constructive and productive creation if it is accompanied by character strength which gives integrity value and work ethic basis. Character building is needed to drill the students to become a good individual (individual character). Individual character and collective character can be distinguished but cannot be separated. Several values as the basis of citizenship collective character are: concern towards the danger which threaten the mutual safety (care), sense of justice and appropriateness (fairness), freedom in upholding basic human right (liberty), faithfulness towards institution (loyalty), respect towards the authority which is agreed together (authority), and respect good values (sanctity).

The effect of education effort process and result cannot be seen in short time, but it needs long time. Through such effort at least the young generation will have strong durability towards every problem and challenge. Character building is the creation of school environment which assist the students in the development of moral and responsibility, through character learning in accordace with universal values (Berkowitz & Bier, 2005). These character values are instilled on students, so that they can apply it in their life, either it is at school, society, and nation.

The purpose of character building is instilling values on students' self and renewing the shared life order which respect each others' freedom more. In addition, character building also aims to improve the quality of education implementation and result in a balanced way according to the graduate competence standard. Thus, the expected purpose of character building (Ministry of National Education 2010) are: *First*, developing the students' potential as human and citizen who has cultural values and nation's characters. *Second*, developing proper habit and behavior according to universal values and religious nation's cultural tradition. *Third*, improving leadership and responsibility sense on students as the nation' next generation. *Fourth*, developing the students' ability to become independent, creative, and professionalism-oriented human. *Fifth*, developing the school life environment as learning environment which is safe, full of creativity and friendship, as well as the sense of high nationality and full of dignity.

Generally, character building has three main functions: *First*, the function of forming and developing potential. Character building forms and develops students' potential so that they have good thinking, kind heart, and attitude based on Pancasila philosophy. *Second*, the function of character building is to improve and strengthen the role of family, education unit, community, and government to participate and be responsible in developing the citizens' potential. *Third*, filtering function. Character building sorts out its own national culture and filter other countries' national culture which is not suitable with the national culture and national character.

Kesuma (2011) argued that there are three character building designs. *First*, class-based character building. This design is based on the relationship between the teacher as the education and student as the learner in the classroom. The relationship between teacher and learner is not monologue, but dialogue in many directions. *Second*, school culture-based character building. This design builds school culture which is able to build the students' character with the assistance of school institution, so that the moral values are built in the students. *Third*,

community-based character building, which is: school community, family and society. If these three communities cooperate well, then a strong national character will be built.

Character building in Indonesia is national movement to make the school as the preparer of well-mannered and responsible young generation. Character building education quality (CEQ) is standard used to recommend that education is students' character. Character building quality is standard which recommends that education effectively develops students' character when the ethical basic values become the foundation of education.

Thus, character building must be founded by the following principles: *First*, promoting ethical basic values as character foundation. *Second*, identifying characters comprehensively so that it covers thought, feeling, and behavior. *Third*, using proactive and effective approach which builds character. *Fourth*, creating school community which is caring. *Fifth*, giving opportunites to the students to show good behavior. *Sixth*, having curriculum which covers material to build the students' character. *Seventh*, trying to develop personal motivation on the students. *Eighth*, functioning all school staffs as moral community which are responsible for the character building. *Ninth*, functioning family members and community members as partner in the effort of building character. Thus, characters formed based on moral values generally have the following natures; trustworthiness, respect, responsibility, fairness, caring, and good civilization.

**Personality**

Personality problem is complex issue. Experts try to define important personality dimensions in the psychiatric structure and dinamics, as well as its manifestation in human's behavior. Personality theory is a science which systematically discusses human as individual and his/her relationship with their surroundings. In other words, personality could also understood as characteristic in significant individual on how their relation to other people (Lanyon and Goodstien, 1997). Personality with organization or integrative approach encourages that personality is something which gives order and harmony to all kinds of different behavior done by individual (Calvins and Gardner, 1978). Order and human's habit which already become behavior is a part of character building.

Generally, psychology experts do not have any agreement on proper definition of personality. However, Atkinson at all. (1983) tried to define personality as a specific behavior and thinking pattern. The specific term in the definition above implies the presence of behavior consistency that someone tends to act and think in a certain way in various situation. Behavior is interaction result between personality characteristic and social condition as well as environmental physical condition.

In its building process, someone's personality is affected by heredity and environmental factors. Environment is meant in general definition which is a place for someone to interact with his outside. Heredity factor is a factor in someone's self which is owned since he was born and is a factor inherited by his parents.

Personality is an expression to the outside from knowledge and feeling experienced subjectively by someone. This can be seen from someone's certain behavior which causes the person to be recognized through his behavior pattern. Personality indicates to the whole thought, feeling, and behavior pattern often used by someone in his effort to adapt contiuously through his life. According to Feldman (1996), personality indicates to relative habit characteristics which distinguish someone to other people, directed to consistent activities and can be predicted. In other words, personality covers human's behavior pattern compiled in his self used to react and adapt himself to all stimulation, whether it is from his environment or from his ownself.

Personality is a dynamic organization from psychological physical system in an individual which determines its certain self-adaptation towards his environment. The psychological physical system in an individual determines the whole things owned by someone, including bodyshape, psychological process, and genetics factor, while psychological factor includes observation, intellegence, interest, and feeling. The definition of dynamics indicates the relationship which affects each other between psychological physical factor and personality development. The organization in its system determines the individual unique self adaptation towards the environment, which means that such self adaptation is particular and different from other people's. Generally, such definition emphasizes on the personality integration, individual behavior, and uniqueness from certain behavioral aspect.

There are also many observers who argued that one of the uniquenesses from the personality theory is its function as integrative theory (Hall and Lindzey, 1978). Integration is related to matters such as personality harmony, and congeniality between encouragement forces with appreciation awared and behavior as a process. Personality integrative function is a pattern given, as individual response or active power in an individual self. However, there is no certain criteria which can be used as foundation to determine perfect personality conclusion. However, we can use a behavioral pattern which has multidimensional characteristic as its size.

Psychiatric considers every humans as cultural biopsycho-socio in which biological, psychological, social, and cultural process are tightly related to each other and each of them plays certain role in building human mental health. Generally, there are six traits that can be used to assess healthy mental (Atkinson at all., 1983): 1) **Perception Efficieny towards Reality**. Normal people is quite realistic in assessing their reaction and ability as well as interpreting what happens wround him. They do not really find difficulties in comprehending and avoiding difficult task. 2) **Self Knowledge**. A person which can adapt himself has awareness of his own willingness and feeling. Even though there is no one who wholly understands his own feeling and behavior, however, normal people will not hide his feeling and willingness. They are more aware of themselves and are always introspective. 3) **Ability in Controlling the Behavior**. Normal individual has enough confidence regarding his ability. They sometimes act impulsively, but they are able to hold back the aggression pressures and personal interest. They may not adapt fully to the social norms, but their decision is not an uncontrolled impulsive result. 4) **Pride and Acceptance**. A person who can adapt well, upholds his pride and considers themselves to be accepted by people around him. They are not awkward with other people and can react spontaneously in social situations. In addition, they do not consider that there is an obligation to have same opinion with a certain group. 5) **Ability in Building Affectionate Relationship**. Normal individual can build close relationship by pleasing other people and always expresses gratitude. They are kind-hearted and sensitive toward other people's feeling as well as do not demand excessively for the sake of self- satisfaction. People who build good relationship, are not busy defending and keeping themselves, do not only think about themselves and overpowered by their own feelings, as well as always find affection and able to reply them. 6) **Productivity**. A person who can adapt well is able to relate his ability with all productive activities, facing his life with anthusiasm and does not force himself to fulfill all life demands. The chronical lack of energy and psychological tension symptom are caused by unsolved issue, do not discourage their spirit. Thus, in the assessment of well-integrated personality, it needs several criteria as its benchmark, those are: *first*; accepting his own self, *second*; accepted by other people, *third*; efficiency in job and study, *fourth*; free from internal conflict.

### Commitment

Furthermore, commitment factor which is related to the encouragement to gain achievement is an element which affects the achievement of goals. Encouragement and responsibility to gain achievement which is specifically called as commitment towards task has been long recognized as factor which affects character. People who have encouragement to be success, pursue their own self-achievement, not appreciation and reward (Robbins, 1996). A person who shows excellent ability in intellectual field usually has strong encouragement to reach perfect result. In addition to desire in determining target realistically as a form of self control and above the average, a person who has excellent ability usually shows planned and discipline learning ability as well as has toughness in facing obstacles. Task commitment is defined as self binding towards task as a character and internal motivation forms, which can encourages someone who is persevering and tenacious in doing his task.

Individual with good character usually shows strong commitment which centered on tasks he encounters. One of its form is "a high level of task commitment or motivation to achieve in certain areas" (Woolfolk, 1995). Students' commitment towards their task is defined as based on the concept above, which is a certain  encouragement to achieve goal.

This indicates that learning success does not only depend on intellectual factor, but also learning commitment and motivation, which is encouragement to complete the study and learning obligation which is regularly and discipline. Thus, this factor is related to personal responsibility and discipline to do something that has become his commitment. In addition, intellectual and non-intellectual factors will build behavior and values embraced together. It also includes social emotional factor absorbed from his social cultural environment, which unites to himself and eventually forms unique reaction and character.

In several research, achievement commitment is considered as trait which encourages talent actualization process. Since there is commitment towards task, then students are willing to study diligently and discipline in achieving qualified learning result. The difference between successful people and unsuccessful people is not only from its intellectual dimension, but also includes commitment in solving problem. This is encourage by Treffinger (1980) about the uniqueness of the criteria of students who have strong willingness, those are: curiosity, imagination, productivity, independence in thought and judgment, extensive fund of information and ideas, persistence, commitment to solve problems, concern with the future and the unknown, not merely stand with the past, the present, or the known. Commitment as something which drives (activates) the existing potential in one self is a requirement which should be fulfilled so that someone can be categorized as having superiority. Thus, commitment is tendency to involve one self into what he is doing with the belief that the activity done is important

and significant. Commitment towards task occurs when there is strong belief to complete the task and such task is considered as important to gain achievement. In addition, commitment can also be considered as compiling special energy which centered in the effort to study and complete study well as well as encouragement to gain achievement. Thus, it can be stated that the presence of human behavior is due to the presence of need and commitment, and such behavior indicates to the achievement of goal which can fulfills his need.

Generally, commitment cannot be separated from human basis moral, because commitment makes strong involvement in task. Strong involvement in task should be accompanied by the sense of capability and willingness to actualize his self. This sense of capability is one of human need levels which by Maslow (1987) is called as "need hierarchy" or "basic needs". One of the needs is the need awared by human regarding his nature to always willing to build himself, actualize the existing potential, express view and feeling, as well as enjoy the aesthetic taste, of which overall is called as need to actualize self by Maslow.

In addition, other theory states, than one of the main needs in task situation is need for achievement, encouragement to be excellent and gain achievement in an objective, as well as trying to be successful. Effort to achieve goal must be accompanied by commitment. This is encouraged not only by the determination of goal, but also commitment towards the goal. In other words, take the goals seriously, which means by building commitment in himself to achieve the goal. The need for achievement is an encouragement owned by someone to create working result which exceeds other people's working result. Thus, there is encouragement element to compete in producing something, which can become someone's character.

Achievement commitment does not grow by itself, but it grows and develops because there is pssible environment, such as chance to interact with other people and chance to learn. Achievement commitment significantly affects in preparing carrier path development and success of someone in his job. Only those who have high achievement encouragement who will show good result, because they are not satisfied with merely complete task, but it must be produced based on goal designed and has additional value.

Achievement commitment can also be considered as self agreement to achieve something, because there is encouragement power emerges from the inside and outside of oneself. Such power can be built by positive and negative stimulation which then forms a reaction in the form of commitment to act. This is in accordance with the opinion stated by Humphrey (2007), that directed commitment is agreement to complete something. The presence of activity which is directed to the effort to eventually achieve the goal is commitment to his own self. From the discussion above, it can be understood that commitment is agreement in one self which encourages someone to act as their character form.

**Leadership**

Leadership of always living and trying is learned from one generation to the next generation, in order to find the more actual and better formulation, so that it can be applied based on the era. In educational sector with unique organization, high wiseful and coordinated leadership is needed, since leadership is direction process which affects a group activities which relates to each others' task (Stoner, 1994). Research on success in education is determined by the educational leadership in improving organization and educational operational, determining the focus and ambient of an education. Leadership analysis with behavior and contingency approach needs to be build, so that it can improve the educational leadership quality in achieving character building goal. This is in line with opinion stated by Cohen (1980) that leadership is an important power in managing education because leadership is the ability to make people act what they want.

The most current theory views leadership through organization behavior. Such behavior orientation tries to set forth "social learning" approach on leaders. Yukl (1994) has tried to compile several experts' opinion regarding the definition of leadership, among them are: 1) Leadership is "the behavior of an individual when he is directing the activities of a group toward shared goal", 2). Leadership is "interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals", and 3). Leader are those who consistently make effective contributions to social order, and who are expected and perceived to do so. In addition, according to Stoner (1994), leadership can be defined as direction and affecting process on group activities which relates to their task. There are three important implications from the definition. *First,* leadership regarding the members or followers. Willingness to accept the direction from the leader will help to determine the position of the leader in making the leadership runs well. *Second,* leadership regarding the unbalanced authority division between the leader and the members. Leaders have the authority to direct various activities to the group members. *Third,* in addition to give direction to the members or students, leaders can also utilize their

influence. In other words, leaders do not only ask the group members of what must be done, but also affect the group members to do their command.

Definition of leadership in education, implies that leadership involves the use of influence and relationship. Effective leader must accommodate individual and organization goal. Leadership effectiveness is specially measured through the achievement of one or a combination of those goals. Individual can view his leader as an effective leader or not based on satisfaction obtained from the whole work result. In fact, the acceptance of leader's direction mostly depends on the expectation obtained by the members.

Behavioral approach does not try to find the answer to leadership's characteristic, but tries to determine what leader does, how they delegate the task, and how they communicate and motivies their members. Thus, individuals can be trained using correct leadership behavior so that they can lead more effectively. Considering this matter, there is no direct causal relationship between characteristics and leaders' success. However, there are four common things which affect leadership success (Robbins, 1996): 1) *Intelligence*. Research result generally proves that leaders has higher intelligence level compared to to those they lead. 2) *Maturity and flexibility in social relationship*. Leader tends to be mature, has stabil emotion, has wide attention on social activites, and has willingness to appreciate and being appreciated. 3) *Self-motivation and encouragement to gain achievement*. Leaders relatively have strong encouragement to gain achievement. They work harder to achieve intrinsic appreciation compared to excentric appreciation. 4) *Humanity relationship*. Leaders successfully acknowledge self-esteem and honor of their members and able to stand on their side.

Another approach used is contingency approach which emphasizes on leaders' situation and personal traits. In order to measure and estimate those personal traits, it was taken from the combination of situaltional and personal characteristics. Contingency theory helps potential leader with its concept, assess various situation and shows appropriate leadership behavior in accordance with the situation encountered. Contingency approach in leadership tries to recognize which factors are the most important in a certain situation and predicts the most effective leadership in such situation.

The quality of relationship between leader and members has the most important effect on leadership strength and effectiveness. If the leader is accepted well by the members and the members respect their leader due to his personality, character, and capability, then the leader does not need to depend on his formal position or authority. On the other side, leader who is disliked, untrusted, and lack of ability to lead, forced to depend himself on the command to complete the group task.

According to goal path theory, leader's behavior which can be accepted by his members as long as they view it as direct satisfaction source or as future satisfaction means. Leader's behavior will affect the students' character as long as the character causes effective performance achievement by giving training, guidance and rewards needed. In order to test these statements, four leader's behavior are identified (Robbins, 1996): 1) *Directive Leader*, lets the members know what is expected from themselves, schedules task that should be done, and gives specific guidance how to complete those tasks. 2) *Sportive leader*, behaves friendly and shows attention on the students' need. 3) *Participative leader*, discusses with his members and considers their suggestion before making decision. 4) *Achievement-oriented leader* sets challenging goals and expects the students to study harder. Based on various experts' opinion above, it can be formulated that leadership can be defined as how leader behaves in integration process in affecting and directing the members/students to achieve the goal. Such definition can be elaborated into dimension and indicator, *behavior*; such as directing, doing task, and monitoring, as well as *affecting pattern*; such as participation, communication and motivation.

Based on the explanation above, the writer considered that it needs to do an analysis through research on students' character building affected by values, attitude as well as skill and knowledge needed by the stucents, in order to become competent and responsible citizens. The overall factors can be seen through strong personality integrity, high commitment, and good leadership.

## Methodology

The purpose of this study is to analyze how strong the effect of commitment, leadership, and personality on character building. Method used in this research was survey through path analysis. The research was conducted through survey because the researcher wanted to explore the real condition regarding the things experienced by the research samples, in order to test how strong the effect of commitment, leadership, and personality on character building.

For the sake of this research, in calculating the magnitude of the effect (path coefficients, $\rho_{ij}$) between the variables, commitment variable is symbolized with $X_1$, leadership variable is symbolized with $X_2$, personality variable is symbolized by $X_3$ and character building variable is symbiolized by Y. Meanwhile, $r_{12}$ is correlation coefficient between $X_1$ and $X_2$, while $\epsilon_i$ is error coefficient.

Constellation model between the research variables is illustrated in the following figure:
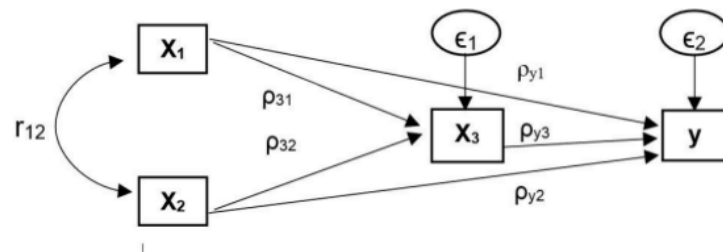


This research was conducted in High School in Jakarta with the research target is the students as the population. Since the number of students is quite big and there is limitation of resource available, research was only performed to 80 people. Through simple random sampling from several high schools, there were 20 people chosen for the research instrument try out test and 60 people as the research samples.

The measurement in this research was conducted for real situation seen based on the respondents' assessment about what they experience, not what they want. Data collection method was questionnaire in the form of likert method of attitude scale (Likert, 1967). Likert method of attitude scale consisted of statements compiled as an multiple choice objective test. Answers chosen were expected to illustrate the level feeling (affect) and assessment from the respondents toward the statements given in scale (lowest is 1, and highest is 5). Since someone's assesment can be favorable or unfavorable towards something, then the statements were compiled to contains those two attitudes, so that positive and negative statements available in the same amount. The questionnaire consisted of 4 parts based on the research variables. Each variable consisted of several dimensions and indicators, as the reference in developing the instrument. Instrument try out test as empirical test was performed on 20 repondents. The instrument try out test was expected to test the validity and reliability of the points used in the research. Based on the test of the research points, with $\alpha = 0.05$, it obtained several points which have significant validity (r > 0.444) and quite reliable. Character variable obtained 26 points, commitment variable obtained 26 points, leadership variable obtained 25 points, and personality variable obtained 29 points.

Furthermore, this research used path analysis to prove the causal relationship between variables. The purposes of path analysis are to provide estimation of the magnitude and significance of hypothesized causal connections between sets of variables (exogenous and endogenous). Path analysis is one of the methods that may help the researcher to analyze any causal relationship between variables, to see the direct or indirect effect between variables. Path analysis also predicts how strongly one variable may impact upon another variable and also to test the hypothesis. There are some definitions about path analysis, for example, according to Kerlinger (1992), path analysis is an application of multiple regression analysis. Fraenkel and Wallen (2006) stated that path analysis is used to test the possibility of one causal relationship among at least three variables. This kind of technique assumes that the variables should be linear, adaptive, and have a symmetrical relationship. Therefore, the assumptions in this research include: (1) All relations between variables are linear and adaptive, causal relationship assumptions will be showed on path analysis diagram, (2) Residue is not correlated with variables in model, (3) There is only one way causal relationships flow, (4) Variables can be measured using interval scale, and (5) All variables are already reliable.

In order to fit the research purposes, data analysis only focused on the direct effect between exogenous variables ($X_1$, $X_2$, dan $X_3$) on endogenous variables (Y), by measuring path coefficient. Before performing the analysis of data collected, firstly the researchers tested the normality and homogeneity of data. By using SPSS, path coefficients and correlation results were obtained (see Tables 1, 2 and 3).

**Table 1: Calculation of Path Coefficients**

| | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| Model | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 27.243 | 5.599 | | 4.886 | .000 |
| | $X_1$ | .443 | .214 | .435 | 2.067 | .043 |
| | $X_2$ | .449 | .203 | .465 | 2.209 | .031 |

a. Dependent Variable: $X_3$

**Table 2: Calculation of Path Coefficients**

| | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| Model | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | -50.877 | 13.980 | | -3.639 | .001 |
| | $X_1$ | .847 | .285 | .433 | 2.977 | .004 |
| | $X_2$ | .578 | .280 | .308 | 2.063 | .044 |
| | $X_3$ | .342 | .103 | .257 | 3.304 | .002 |

a. Dependent Variable: Y

**Table 3: Calculation of Correlation Coefficients**

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .844[a] | .697 | | 5.547 |

a. Predictors: (Constant), $X_1$, $X_2$, $X_3$

Table 1 shows a direct influence of the commitment ($X_1$) to personality by -0.435 ($\rho_{31}$), and significant (0.043 < 0.05), which means that commitment affects the personality. The leadership direct influence to the personality amounts to 0.465 ($\rho_{32}$), and significant (0.031 < 0.05), which means that $X_2$ also affects the personality.

Table 2 shows a direct influence of the commitment ($X_1$) on character building (Y) by 0.433 ($\rho_{Y1}$), and significant (0.004 < 0.05), which means that commitment affects character building. The leadership direct influence to the character building amounts to 0.308 ($\rho_{Y2}$), and significant (0.044 < 0.05), which means that $X_2$ also affects the character building. Meanwhile, the personality direct influence on the character building amounts to 0.257 ($\rho_{Y3}$), and significant (0.002 < 0.05), which means that $X_3$ also affects the character building cases in Indonesia.

Furthermore (Table 3), the influence of the commitment, leadership and personality together to character building was 71.3 % ($\rho_{Y.123}$ = 0.713). Thus we can conclude that the effect of the commitment, leadership and personality to character building, either individually or together are very significant.

**Findings**

Education is a planned effort in the process of guidance and learning for individual to develop and grow into human who is independent, responsible, creative, knowledgeable, healty and has noble moral both seen from physical and spiritual. Indonesia nation does not only consider science from education, but also how to realize educational concept in order to build character as well as Indonesian human resource empowerment sustainably. This is in accordance with the opinion stated by Carbone and Fielding (2005), that human is individual who is responsible upon his ownself, has the right to determine his fate, and fighting for realizing his own goal. Education teaches thought and action habit which helps people to live and work together as family, community, and nation.

From the research finding, it was obtained the effect of commitment on personality as much as 0.435 and it was significant. Students' commitment towards task will direct their potential power and behavior so that they achieve their goal productively. This can be reflected through the efficiency in studying, being responsible, and enjoy their work. Intention of working to achieve goal is the source of commitment, while the determination of challenging goal is an encouragement power. Commitment towards goal will act as internal encouragement to complete the task with the sense of responsibility. If such condition is achieved, it will be a behavior of manifestation from integrated personality traits.

On the other hand, it was also found that leadership significantly affected the students' personality ($\rho_{32} = 0.465$). Leader's behavior affects and directs students in completing their task as well as building cooperation among the students. In other words, there is an interaction built through a process of affecting each other using the personality owned by each other. Leader does not only adapt himself with the ledership situation demand, but leader should act more proactively to change the leadership situation, especially in changing the students' personality. Thus, leader who has integrative personality will keep his members' trust by putting the organization interest above his own interest. Leader always does something correctly and shows high ethical and moral standards. Leader has a way to motivate and encourages peple around him by giving mean and challenge in building character. In addition, leader stimulates the members' effort so that they become more innovative and creative by discussing the issues and changing the old situation in a new way. Leader who affects and direct his members through providing an example of action and interaction, has affected the achievent of task success. This focuses on the leader's personality seen through good cooperation, capability as leader, and loyalty when he becomes a member.

Personality which becomes human behavior pattern, is used to react and adapt oneself on various stimulation, whether it comes from the environment or from his ownself. In its building process, someone's personality is affected by heredity and environmental factors. Personality as a process relates the teacher and school staff as subject through their leadership, and students as the object is reflected from the commitment. This finding is in accordance with the result of the research conducted by Bourke (2012), who found that students who has high awareness tend to be reliable, more careful, responsible, organized and oriented on achievement as a form of their personality.

Further research's result obtained that commitment significantly affected the character building ($\rho_{Y1} = 0.433$). Commitment to gain achievement will increase passion to complete task wel, if it is based on the ecncouragement and pride of being success. The effort to gain achievement is reflected through willingness in accepting task with high responsibility and belief to his own ability, is a part of character indicator. Commitment to study well and effectively can develop, if the students know surely the goal they want to achieve, have self-confidence and have spirit to compete.

Several things to increase commitment in students' character building, are: *First,* increase the students' self confidence as an encouragement factor for themselves in building their character, since without confidence, such encouragement will disappear. *Second,* increase the students' sense of responsibility towards their task and obligation, which emerges effort to have good achievement. The sense of responsibility is an important thing, because high sense of responsibility causes the students to always try to maintain their self and school image. Good work result automatically will give satisfaction to the students' self.

Thus, commitment is a concept used to elaborate powers in one self to find and direct the behavior. In addition, working encouragement which emerges in one self to behave in achieving the goal, is a willingness to drive behavior. The need of development in terms of social emotional also encourages one self to continuously ensure their self value and confidence that his characteristics is accepted and significant for his environment. The tendency to build interpersonal relationship will create social commitment and healthy emotional life. The other needs are

need to sense the ability in being responsible upon the success or failure. Effort from one self is eventually a form of his own characteristic.

Next research finding is that leadership affects the character building ($\rho_{Y2} = 0.308$). Appropriate leadership will only occur if the knowledge and behavior owned regarding the scope of task and responsibility, as well as its implementation is quite sufficient. Research has found that teacher as leader has important role in bulding the students' character at school. This is in accordance with the finding of research conducted by Wangid (2010) who concluded that teacher can give sufficient character building to the student both classically and personally.

The last developing leadership theory is the theory which acknowledges the role of members as well as leader and members' perception toward the task types, and facilities in determining the leadership success. In other words, the building of an interaction, must be through a process of affecting each other between the leader and the members.

Leader does not only adapt himself with the ledership situation demand, but leader should act more proactively to change the leadership situation, including changing the students in order to become more diligent in studying. Thus, leader needs to keep his members' trust, by putting the organization interest above his own interest. Leader always does something correctly and shows high ethical and moral standards. Leader has a way to motivate and encourages people around him by giving mean and challenge in building character. In addition, leader stimulates the members' effort so that they become more innovative and creative by discussing issues and changing the old situation in a new way. Leader who affects his students through providing an example of action and interaction way, has affected the students' character building. This will be seen through good cooperation between the students, capability as leader, and loyality when he becomes a member.

Regarding the role of a teacher, research conducted by Suryaman (2010) also concluded that essentially, mental and intelligence enlightment done by the teacher to his students becomes the most important part in character building. Learning can develop students' character such as building their understanding about human, acknowledging values, and obtaining new ideas, increasing cultural knowledge, and building the characteristic and personality. Thus, through education, students' characteristic and personality of being creative, competitive, discipline, upholding nation spirit and ready to become tough human are built. Such finding is in accordance with opinion stated by Lickona (2007), about the role of teacher, those are: *First,* teacher needs to be involved in the process of learning, discussion, and taking the initiative, as an effort of character building. *Second,* teacher is responsible to become a model who has moral values in affecting the students. *Third,* teacher needs to give understanding that students;' characteristic built along with their cooperation and participation in making decision. *Fourth,* teacher needs to explain continuously to the students regarding various good and bad values.

Therefore, in education, leader is expected to always have vision, since vision will always burns the spirit, leader has discipline, because there is no significance if there is no discipline, leader has policy, because policy is the ability to use knowledge. Leader also has courage, because courage does not mean that there is no fear, but there is an ability to overcome it. In addition, leader must develop his executive ability, because in order to make better goal, leader must make himself better first.

Character building needs efforts such as the interaction between the leader and his students' needs to be improved, responsive towards individual, and acknowledge individual as a complete personal. The leader delegate task as a mean to build the members' trust. Such task is always monitored in order to know whether the members need further direction or support.

Further research result obtained significant effect of personality on character building ($\rho_{Y3} = 0.257$). The essence of personality value is quality which attaches and becomes the characteristic of everything in human's life. Philosophically, personality values are the issues of relationship between human as subject and his ability in catching the knowledge about objects around him. This is in accordance with the opinion stated by Brennan (1996) that values do not only come from human's self, but also from human's awareness in catching valuable things in the universe. Character building is also conducted outside school, such as in family and community environment. According to Triatmanto (2010), character building in school is not successful if there is no support from the family, community and technology. Family and community have important role in building children's character, through providing example of how to have good characteristics.

Moral values which can be the source of character building as foundation are: *First,* absolute and objective, since morality in human must be free from the characteristics of being selfish. *Second,* primary which means that morality in human involves commitment to act and is the most primary foundation of desire. *Third,* real

which means that morality is reality, not merely sheer wishful thinking. *Fourth,* universal and open, which means that morality demands opened scope for all the time.

This research finding is in accordance with statement given by Sathya (2002) that the essence of education is to recognize truth. All branches of learning are like rivers. The spiritual learning is like the ocean. All rivers go and merge into the ocean. When they merge in the ocean, the rivers lose their individual completely. Character cannot be interpreted as number of traits, but character is obtained from personality. Character must be seen from the whole traits of a personality, which covers someone's behavior. If someone has good character at home, then he should be good as well at the community, work place, and any other places. If there is multiple personality, which is two characters in one person, it tends to be considered as imitation character, which is when utterance is not according to the behavior. Harrel (2004) referred character as attitude. In your life, attitude is everything. Your attitude today, determines your success tomorrow. Whatever you do in life, if you have positive attitude, you will always be 100 percent. Attitude is positive or negative perception which motivies action. Positive attitude produces characteristics of optimistic, patient, and always ready to work hard. Negative attitude produces characteristics of pessimistic, and even to the level of frustration. Positive attitude places someone to be easily accepted by other people.

Characters built through education, is the main support of national development. Nation must be built initially through character building. Character building can make Indonesia to become big, developed, prosperous, and dignified nation. If character building is not done, then Indonesia will become laborers' nation. This is in accordance with Santhya's opinion (2002) that education without character, this is sins the basis for misery in the world. The essence of education is to recognize truth. Let your secular education go hand in hand with spiritual education.

Effort in building character can be done thorugh: *First,* instilling politeness values, religious values, and togetherness values, as well as essential elements in Indonesia culture which needs to be preserved and strengthened. Achievement obtained by other countries must be catched up, and even tried to be reviewed and developed further. In the process, things that cannot be forgotten is the development and internalization of cultural values in the society. *Second,* students' character building, through things which affect the thinking and behavioral pattern. This is the most important part in the effort to build the young people's morality in their formative year. Actually, high spirit in studying will contribute to the students' character building. Accustomed to learn science gradually, and work according to the correct rule and method, makes the students to accustome themselves to work systematically and minimize the speculation.

In the effort to implement character building, by integrating character development to every school life aspect, includes: *First,* everything at school is set based on the development of relationship between students, teacher, and community. *Second,* school is the implementer of community education which pays attention and has string relationship, and able to relate students, teacher, and school. *Third,* emotional and social learning is the same as academic learning. *Fourth,* cooperation and collaboration between the students become primary things compared to competition. *Fifth,* values of justce, respect, and responsibility, becomes part of daily learning, both inside and outside the classroom. *Sixth,* students are given many opportunities to practice their moral behavior through learning and service activities. *Seventh,* discipline and class management becomes the focus in solving problem, compared to reward or punishment.

## Conclusion

Based on the data analysis discussed above, the conclusion of the research can be obtained. *First,* there was significant effect between commitment and students' character building. *Second,* there was significant effect between leadership and students' character building. *Third,* there was significant effect between personality and students' character building. Thus, it can be stated that in order to create human resources as expected, character building is needed through strong personality integrity, high commitment, and good leadership. Characters moral values are implemented through the following traits: trustworthiness, respect, responsibility, fairness, caring, and good civilization.

Several implications of these research findings based on the effort to build students' characteristics are: *First,* through improving commitment which will encourage someone to optimally gain achievement. Someone needs to be aware of his own capacity so that he can determine realistic target, as his first step to build his character. Generally, a person who is success is someone who is dillegent and stabil in terms of his emotional supported by the sense of curiousity and self-confidence, so that they can face their life with enthutiasm and success in passing

through the challenges. *Second,* improving the leader's personality and sense of responsibility toward success, because through high sense of responsibility, someone will always try to improve his performance. Supporting leader's personality can trigger the students to improve their achievement, sense of responsibility, and tolerance towards each other. The improvement of leader's personality functions as motivator which can be the successful source in building characteristic. Leader's personality which is open, willing to accept dissent, has courage to argue supported by facts, independent in working and wilingness to perform the decison with responsibility, gives example will create expected students' character. *Third,* personality significantly affects the character building which leads to behavior: when someone is at home, he brings goodness. When he performs business activities, he shows responsibility truthfully. When he socializes in society, he shows politeness. When he works, he works thoroughly. When he is involved in a game, he shows sportiveness. When he sees lucky people, he congratulates them sincerely. When he faces weak people, he shows generosity to give help. When he meets bad people, he can maintain himself in order not to be a bad person either. When he meets strong people, he believes that their strengthness is useful. When he meets people who are regretful, he forgives them sincerely, and towards the God, he always glorifies and worships sincerely. It means that character is not merely traits which can be sorted out, but it should be integrated in order to become a personality.

As the final part of this paper, several suggestions will be given: *first;* it is expected that the national leader, parents, and society in general can provide example of behaving according to the good norms and have good characteristics. *Second;* honesty becomes the main key of someone to act the best. Honesty and integrity encourage someone to serve in the right path, without any personal interest which can disturbed the common interest. Honest in expressing what it is without covering anything with any reason, including reason and fear of being embarrassed because one-self must take the risk of being honest. Leaders in all level must be honest, and adjust their words with their actions.

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