



Character Education and Student Morality : An Analysis of Personal Commitment, Goal Orientation, and Self-Efficacy

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Abstract: This research aims to analyze the impact of personal commitment and goal orientation with self-efficacy as a mediating factor on student moral behavior in character education at the Sunan Gunung Djati State Islamic University, Bandung. Self-efficacy serves as a mediating factor in this examination. The study used a quantitative approach with a survey method, and data analysis was executed through path analysis using the SPSS software. The data was collected using a questionnaire distributed to 100 students. Findings from this research indicated that moral conduct was a multifaceted variable influenced by various factors, whether directly or indirectly, internally, or externally. This study discerned that personal commitment, Goal Orientation, and Self-efficacy wield both direct and indirect influenced over students' moral behavior. Furthermore, Self-efficacy assumed a pivotal mediating role in delineating the connection between personal commitment, Goal Orientation, and students' moral conduct.

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Introduction

As the educated generation, students are expected to catalyze societal change and contribute to workforce development. Their education should extend beyond academic achievement to include character traits and moral attributes that meet societal expectations. Morality is crucial in evaluating students' educational success (Bro i & Miles, 2021; Suklani et al., 2022; Cheng et al., 2022). Higher education institutions, particularly in Indonesia and Islamic institutions like Sunan Gunung Djati State Islamic University in Bandung, focus on moral education to build character aligned with Islamic teachings.

Internal and external factors (personal values, religious beliefs, self-ethics) influence moral behavior (social environment, cultural dynamics). These influences can impact the effectiveness of character education (Black, 2016; Jia & Krettenauer, 2017; Bhattacharya et al., 2017). Higher education institutions must create an academic environment that fosters character development without hindering academic freedom and creativity, a significant challenge in Islamic higher education (Wight, 2021; Kabasakal Badamchi, 2022; Amit, 2003). Educational institutions must ensure students develop strong morals (akhlaq) to produce high-quality graduates in line with legislative mandates and institutional imperatives (Sallis, 2002). Morality, seen as a universal benchmark for behavior, should be prioritized over personal and external interests (Fabiano, 2021). This approach defines morality as a combination of intuitive discernment and socially significant norms.

Preliminary research conducted by the author (2023) at Sunan Gunung Djati State Islamic University in Bandung highlights three key internal factors in character education for moral development: Personal Commitment, Goal Orientation, and Self-efficacy. Interviews

with students revealed that their motivation for virtuous behavior stems from a personal commitment to good character, influenced by religious perspectives and a belief in their capacity for virtuous behavior (self-efficacy).

Personal Commitment involves an individual's dedication to their beliefs and goals, impacting behavior and facilitating collective actions (Shaw et al., 2003; McCollum & Kajs, 2007; Douglas et al., 2001; Michael & Pacherie, 2014; Su et al., 2022). Goal Orientation is the drive to develop competencies and achieve objectives, reflecting an individual's approach to activities and goals (McCollum & Kajs, 2007). Self-efficacy, defined by Bandura (1997), relates to an individual's belief in their capabilities, affecting behavior in various situations (Alwisol, 2010).

These factors' influence on moral character is supported by research showing the impact of Personal Commitment (Pramudiati & Aziz, 2021; Hardi et al., 2018; Laksono & Sukirman, 2019; Natalina & Sukriani, 2020), Goal Orientation (Passini, 2014; Baluku & Otto, 2019; Zaman et al., 2018), and Self-efficacy (Khusnah & Jannah, 2021; Junusi, 2021; Urban & Galawe, 2020; Liu et al., 2022; Derr & Morrow, 2020; Haji-Othman et al., 2021; Rullo et al., 2022; Li et al., 2023). These intrinsic factors are crucial in shaping moral character, as demonstrated in various theoretical frameworks (Dewi & Prihartanti, 2014; Fried & Fisher, 2016; Chowdhury, 2020). This study aims to analyze the impact of Personal Commitment and Goal Orientation on student morality at Sunan Gunung Djati State Islamic University, with Self-efficacy as a mediating factor. It recognizes Self-efficacy's role in reinforcing other variables to enhance moral disposition.

Research Method

This study used a quantitative approach with a survey method. Data analysis was conducted through path analysis using the SPSS software. Path analysis, in essence, represents a regression model employed for examining causal relationships between one variable and another (Sugiyono, 2018). This study's population consists of 134 individuals, specifically final-year students enrolled in the Department of Islamic Religious Education at Sunan Gunung Djati State Islamic University, Bandung. The sample was selected using a random sampling method following the Krejcie and Morgan model (1970), resulting in a sample size of 100 students.

Data sources for this research encompass two categories: (1) primary data sources, referring to those directly providing information to the data collector or researcher, and (2) secondary data sources, indicating sources indirectly contributing data to the data collector. The data collection tool employed was a questionnaire distributed among 100 students who serve as research respondents. The research spanned three months, commencing in March, and concluding at the end of June 2023.

The hypotheses formulated in this study are outlined as follows:

- H1: Personal Commitment exerts a positive influence on Self-efficacy.
- H2: Goal Orientation exerts a positive influence on Self-efficacy.
- H3: Self-efficacy exerts a positive influence on moral enhancement.
- H4: Personal Commitment exerts a positive influence on moral enhancement with self-efficacy acting as a mediator.
- H5: Goal Orientation exerts a positive influence on moral enhancement with self-efficacy acting as a mediator.

Results and Discussion

Presented below are the sequential steps and outcomes of the conducted examinations:

1) Classic Assumption Testing

The conducted examinations involved several steps in classic assumption testing for a regression model:

- Normality Test:** Using the One-Sample Kolmogorov-Smirnov method, the Asymp. Sig. (2-tailed) values for Personal Commitment, Goal Orientation, Self-efficacy, and Morality were found to be greater than 0.05. This indicates that the data conforms to a normal distribution, satisfying the normality assumption for the regression model.
- Linearity Test:** The linearity tests for Personal Commitment, Goal Orientation, and Self-efficacy with Morality showed Sig. values of 0.589, 0.397, and 0.660, respectively, all above 0.05. This suggests a significant linear relationship between these variables and Morality. The F-test values for each variable (0.876 for Personal Commitment, 1.093 for Goal Orientation, and 0.735 for Self-efficacy) being smaller than the critical F-value further confirm this linear relationship.
- Multicollinearity Test:** The tolerance values for Personal Commitment (0.790), Goal Orientation (0.807), and Self-efficacy (0.835) were all greater than 0.10, indicating no multicollinearity. Similarly, the VIF values for these variables (1.266 for Personal Commitment, 1.238 for Goal Orientation, and 1.198 for Self-efficacy) were all less than 10.00, confirming the absence of multicollinearity in the regression model.
- Heteroskedasticity Test:** The significance values for Personal Commitment (0.055), Goal Orientation (0.065), and Self-efficacy (0.242) were all above 0.05. This indicates the absence of heteroskedasticity in the regression model.

These tests collectively ensure that the regression model's assumptions are met, validating its suitability for further analysis.

2) Hypothesis Testing

The model constructed in this study can be described as follows:

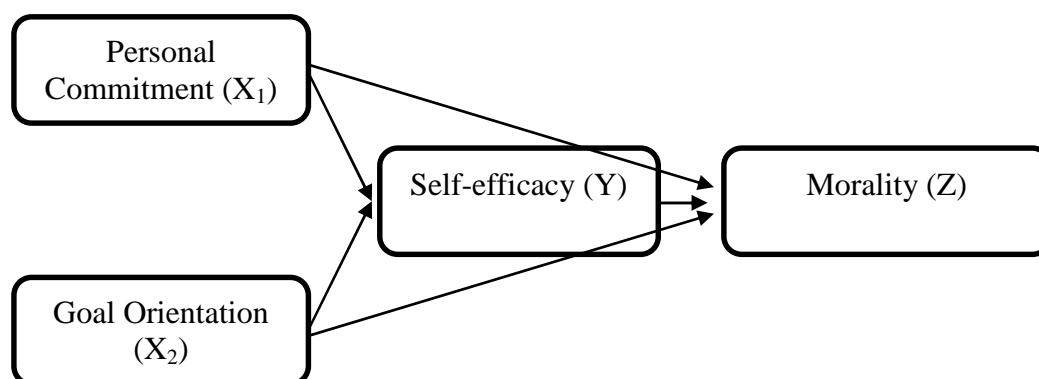


Figure 1. Path Analysis Model

The preceding classic assumption tests have shown that the model mentioned above satisfies the prerequisites for a sound regression analysis. To assess the formulated hypotheses, the researcher proceeded with two regression steps based on the path analysis model, namely: Firstly, a regression test to assess the impact of the Personal Commitment (X_1) and Goal Orientation (X_2) variables on Self-efficacy (Y) (Path Coefficient I); and Secondly, a regression test to evaluate the influence of the Personal Commitment (X_1), Goal Orientation (X_2), and Self-efficacy (Y) variables on Morality (Z) (Path Coefficient II).

Based on the outcomes of these two model tests, the confirmation of the hypotheses established in this study can be ascertained. The ensuing results depict the tests conducted:

a) Regression Test 1

The outcomes of Regression Test 1 for the effects of Personal Commitment (X1) and Goal Orientation (X2) on Self-efficacy (Y) (Path Coefficient I) are as follows:

Tabel 1. Path Coefficient I

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.524 ^a	.274	.226	3.208

a. Predictors: (Constant), Goal Orientation, Personal Commitment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	175.117	3	58.372	5.673	.002 ^b
	Residual	463.006	45	10.289		
	Total	638.122	48			

a. Dependent Variable: Self-efficacy

b. Predictors: (Constant), Goal Orientation, Personal Commitment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.218	3.803		2.687	.010
	Personal Commitment	.261	.122	.292	2.143	.038
	Goal Orientation	.320	.147	.292	2.173	.035

a. Dependent Variable: Self-efficacy

Based on the regression test output table, it can be observed that the significance values (Sig.) for both independent variables, namely Personal Commitment (X1) and Goal Orientation (X2), were 0.038 and 0.035, respectively. The significance values for all three variables were less than 0.05. These results indicated that in Path Coefficient I, both Personal Commitment (X1) and Goal Orientation (X2) had a positive and significant impact on Self-efficacy (Y). As shown in the Model Summary, the R Square value was 0.274. Thus, the contribution of Personal Commitment (X1) and Goal Orientation (X2) to Self-efficacy (Y) was 27.4 percent. The remaining 72.6 percent represents the contribution of unexamined variables. The value of $e1$ for Path Coefficient I can be calculated using the formula $e1 = (1 - 0.274) = 0.852$. Thus, the path diagram for Model Structure I is as follows:

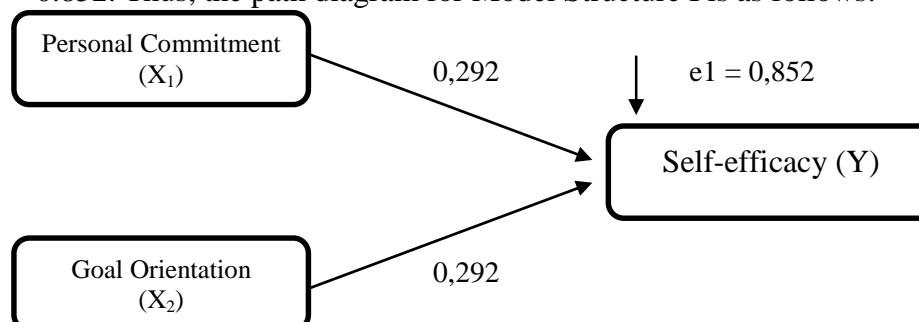


Figure 2. Path Diagram for Model Structure I

b) Regression Model II

The results of Regression Test 2 for the influence of Personal Commitment (X1), Goal Orientation (X2), and Self-efficacy (Y) on Morality (Z) (Path Coefficient II) are as follows:

Table 2. Path Coefficients II

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.849 ^a	.721	.695	3.845

a. Predictors: (Constant), Self-efficacy, Goal Orientation, Personal Commitment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1679.633	4	419.908	28.409	.000 ^b
	Residual	650.367	44	14.781		
	Total	2330.000	48			

a. Dependent Variable: Morality

b. Predictors: (Constant), Self-efficacy, Goal Orientation, Personal Commitment

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.336	4.910		.679	.500
Personal Commitment	-.329	.153	-.193	-2.150	.037
Goal Orientation	.576	.185	.276	3.109	.003
Self-efficacy	.721	.179	.377	4.036	.000

a. Dependent Variable: Morality

The regression test results reveal that the significance values for Personal Commitment (X1), Goal Orientation (X2), and Self-efficacy (Y) were 0.037, 0.003, and 0.000, respectively, all below the threshold of 0.05. It indicated that these variables significantly and positively impacted Morality (Z) in Path Coefficient II. The R Square value of 0.721 in the Model Summary shows that Personal Commitment, Goal Orientation, and Self-efficacy account for 72.1% of the variance in Morality, with the remaining 27.9% attributed to other unexamined variables. The value of e^2 for Path Coefficient II, calculated using the formula $e^2 = (1 - 0.721)$, was 0.528, illustrating the path diagram for Model Structure II.

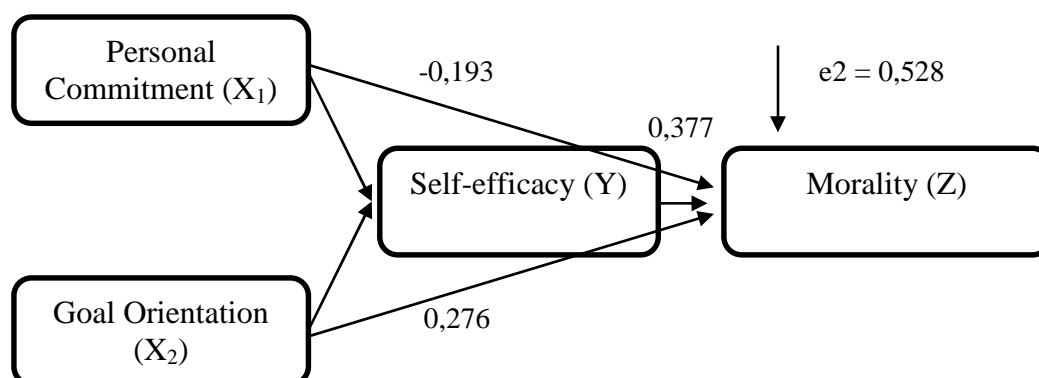


Figure 3. Path Diagram for Model Structure II

The regression test results for Model Structures I and II lead to the following conclusions:

- Structure I - Personal Commitment and Self-efficacy: The significance value of Personal Commitment's (X1) impact on Self-efficacy (Y) was 0.038, indicating a positive and significant influence. Hypothesis 1 (H1), stating that Personal Commitment positively affects Self-efficacy, is therefore accepted.
- Structure I - Goal Orientation and Self-efficacy: The significance value for Goal Orientation's (X2) effect on Self-efficacy (Y) was 0.035, showing a positive and significant impact. This confirms and accepts Hypothesis 2 (H2), which claims that Goal Orientation influences Self-efficacy positively.
- Structure II - Self-efficacy and Morality: The significance value for Self-efficacy's (Y) influence on Morality (Z) was 0.000, demonstrating a positive and significant effect. Consequently, Hypothesis 3 (H3) was confirmed, supporting the positive influence of Self-efficacy on Morality.
- Structure II - Personal Commitment, Self-efficacy, and Morality: The direct effect of Personal Commitment (X1) on Morality (Z) was -0.193, while the indirect effect, mediated by Self-efficacy (Y), was 0.188, leading to a total impact of -0.381. A Sobel test (z value of 4.027) confirms that Self-efficacy effectively mediates this relationship. Hypothesis 4 (H4) was thus accepted, indicating that personal commitment positively influences morality with self-efficacy as a mediator.
- Structure II - Goal Orientation, Self-efficacy, and Morality: The direct impact of Goal Orientation (X2) on Morality (Z) was 0.276, with an indirect effect of 0.320 via Self-efficacy (Y), totaling 0.596. A Sobel test (z value of 4.033) showed that Self-efficacy served as a mediator. Hypothesis 5 (H5) was affirmed, suggesting Goal Orientation positively influences Morality with Self-efficacy as a mediator.

The results of the conducted statistical tests and path analysis indicate that Personal Commitment and Goal Orientation not only exert an influence on Morality but also strengthen their concurrent relationship with Morality, with Self-efficacy serving as a mediator. This finding implies that the administration of the Islamic Religious Education Program at Sunan Gunung Djati State Islamic University, Bandung, possesses the potential to enhance the morality of its students. This can be achieved by fostering personal commitment to virtuous values, promoting clear life and future orientations, as well as nurturing self-efficacy among students for positive behavior both within the community and the campus environment. These objectives can be realized through the reinforcement of character education curricula on campus, including courses directly related to these aspects or alternative courses.

This study elucidates that student morality is influenced by a multitude of factors, particularly internal ones where Personal Commitment, Goal Orientation, and Self-efficacy



play pivotal roles in bolstering moral values. These findings corroborate prior research demonstrating the impact of Personal Commitment, Goal Orientation, and Self-efficacy on Morality (Pramudiati & Aziz, 2021; Hardi et al., 2018; Laksono & Sukirman, 2019; Natalina & Sukriani, 2020; Passini, 2014; Baluku & Otto, 2019; Zaman et al., 2018; Khusnah & Jannah, 2021; Junusi, 2021; Urban & Galawe, 2020; Liu et al., 2022; Derr & Morrow, 2020; Haji-Othman et al., 2021; Rullo et al., 2022; Li et al., 2023).

However, it is essential to note that there may be significant influences on morality from other unexamined factors or variables, representing a limitation requiring further investigation. Additionally, the relatively small sample size of 100 students within the Islamic Religious Education Program at Sunan Gunung Djati State Islamic University, Bandung, should be considered as it may impact the reliability of the study's results. Nevertheless, these findings emphasize the importance of nurturing Personal Commitment, Goal Orientation, and Self-efficacy to enhance student morality and their ability to fulfill their roles and responsibilities within the educational institution. These implications have broader relevance and are not confined to the specific research location. Cultivating Personal Commitment, Goal Orientation, and Self-efficacy can play a vital role in enhancing student morality and their capacity to meet their obligations within educational institutions more generally. It means that educational institutions worldwide could consider these factors when developing strategies to promote ethical behavior and a strong sense of responsibility among their students. Additionally, it highlights the need for future research to explore the influence of unexamined variables on morality in a more comprehensive and universally applicable manner.

Conclusion

The findings of this study suggest that Morality is a multifaceted variable influenced by a myriad of factors, encompassing both direct and indirect elements, whether they originate internally or externally. Within the scope of this research, Personal Commitment, Goal Orientation, and Self-efficacy exhibit discernible impacts, both in terms of direct and indirect effects, on student morality. Furthermore, this investigation illuminates the substantial mediating role of Self-efficacy in the nexus between the influences of Personal Commitment and Goal Orientation on Morality.

Recommendation

The recommendations stemming from this research hold significance for educational institutions and policymakers alike. Acknowledging the pivotal roles of Personal Commitment, Goal Orientation, and Self-efficacy in shaping student morality, universities and student training programs should incorporate targeted interventions into their curriculum and professional development activities. Prioritizing the cultivation of these factors can prove instrumental in fostering a more ethically conscious and effective teaching and learning force. Furthermore, university administrators and education authorities should leverage these insights to formulate policies and practices that promote student morality. Strategies aimed at enhancing Personal Commitment, Goal Orientation, and Self-efficacy among students have the potential to yield improved moral conduct, which, in turn, can have a positive influence on student outcomes and the overall school environment.

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