

FORMATION OF DISCIPLINE AND RESPONSIBILITY THROUGH SELF CONCEPT KARATE OF CHARACTER

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ABSTRACT

This study aims to analyze the influence of self-concept formed through the Karate of Character program on students' attitudes of discipline and responsibility. The study used a quantitative approach with an ex post facto method carried out on karate training participants at the Cisarua Karate Dojo who had participated in the program consistently. The research sample amounted to 30 students aged 12–18 years who were selected using purposive sampling techniques. Data collection was carried out through Likert scale questionnaires, observations, and documentation, then analyzed using Pearson correlation and linear regression. The results showed that self-concept had a positive and significant relationship with discipline ($r = 0.782$) and responsibility ($r = 0.815$). These findings show that strengthening self-concept through structured karate practice can contribute to shaping the character of discipline and responsibility in students.

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INTRODUCTIONS

Character education has an important role in shaping attitudes of discipline and responsibility in students (Lickona, 1991). In the context of learning through sports, martial arts such as karate are often seen as an effective means of instilling character values. Karate not only functions as a physical activity, but also contains moral values such as discipline, respect, self-control, and responsibility (Nakayama, 1986; Nakayama, 2005). Through structured training, such as consistent repetition of techniques, respect for the coach, and adherence to the rules of the exercise. Karate indirectly forms disciplinary behavior and responsibility in the individuals who follow it (Harsono, 2018). In addition, the process of practicing karate also involves emotional experience and hands-on practice which, according to Goleman (1995), is an important element in the formation of strong character.

One approach that integrates character values in karate practice is the Karate of Character program. The program is designed to instill the values of discipline and responsibility through a holistic approach to learning, emphasizing not only mastery of techniques but also the formation of life values. From a character education

perspective, this approach is considered effective because it involves moral learning that includes respect for others, honesty, and social responsibility (Lickona, 2012). Through the program, students are not only trained physically, but also directed to understand the meaning behind the rules and training process as part of character building.

Character formation in this program is closely related to self-concept. Self-concept is an individual's perception of himself that is formed through social experiences and interactions, which then influence behavior and attitudes in daily life (Burns, 1982). In the context of Karate of Character, exercises that are carried out consistently and systematically can help students develop a positive self-concept. Through the discipline of training, the self-evaluation process, and interaction with the coach and fellow participants, individuals learn to understand their abilities and responsibilities more maturely. This is in line with the view of Gould and Carson (2008) who stated that sport can be an effective means of developing character if supported by the right pedagogical approach.

Various studies have also shown that participation in sports, particularly martial arts, has a positive relationship with the development of individual character. Bailey (2006) explains that martial arts provide a conducive learning environment to instill discipline through an organized training structure, clear rules, and a culture of respect for the coach or sensei. In addition, martial arts also encourage individuals to take responsibility for the actions taken, both during the training process and in daily life. Thus, karate practice not only develops physical abilities, but also forms mental attitudes that support the development of positive character.

Karate practice also plays a role in building confidence and a more positive mindset. Bandura (1997) through the theory of self-efficacy explained that an individual's belief in his ability to face challenges will affect his behavior and level of responsibility. In karate training, students are faced with various physical and mental challenges that encourage them to continue practicing, overcome fear, and gradually improve their abilities. This process indirectly fosters confidence that can strengthen discipline and responsibility.

However, research that specifically examines the effectiveness of the Karate of Character method in forming attitudes of discipline and responsibility is still relatively limited. Therefore, this study was conducted to analyze how the self-concept developed through the Karate of Character program can affect the formation of discipline and responsibility attitudes in students. The results of this research are expected to contribute to the development of character education through sports and become the basis for the application of a more effective learning approach in shaping the young generation with character.

RESEARCH METHODS

This study uses a quantitative approach with the ex post facto method, which is a study that examines the cause-and-effect relationship between variables that have occurred without any manipulation from the researcher. This method was chosen because the researcher only observed and analyzed the phenomenon that was already going on to see the relationship between variables, so that the research design used was correlational. The research was carried out at the Cisarua Karate Dojo (Joterua) which has been implementing the Karate of Character program consistently for more than one year. The research activities were carried out in the period from July to September 2025. The research population consisted of all students who participated in the program with a total of 30 people, then a sample was selected using a purposive sampling technique based on certain criteria, namely having participated in the program for at least six months, aged 12-18 years, and receiving parental consent. This study involved one independent variable, namely self-concept in Karate of Character, and two dependent variables, namely discipline attitude and responsibility attitude. Data collection was carried out using a closed questionnaire with a Likert scale of 1–5 consisting of a self-concept scale, discipline attitude, and responsibility attitude adapted from the instruments that had been used in the previous study. The validity test was carried out through factor analysis with the loading factor criteria above 0.5, while the reliability test used Cronbach's Alpha with a value above 0.70. The research data was obtained through observation, questionnaire distribution, and documentation studies, then analyzed using descriptive statistics and inferential analysis in the form of Pearson correlation and linear regression after first meeting prerequisite tests such as normality, linearity, and multicollinearity. The entire research process also pays attention to the ethical principles

of research, including informed consent, data confidentiality, respondents' right to resign, and avoidance of conflicts of interest.

RESULTS AND DISCUSSION

Description of Research Data

Respondent Characteristics

This study involved 30 students who participated in the Karate of Character program at the Karate Dojo of SMA Negeri 1 Cisarua. Based on the demographic data that has been collected, the characteristics of the respondents can be described through the following information:

Table 1. Respondent Characteristics

Variable	Category	Total	Percentage
Gender	Male	18	60%
	Female	12	40%
Age	12-14 years	10	33.3%
	15-16 years	15	50%
	17-18 years	5	16.7%
Long time in the program	6-12 years	12	40%
	13-18 years	11	36.7%
	>18 years	7	23.3%

Descriptive Statistics of Research Variables

Table 2. Descriptive Statistics of Research Variables

Variable	Mean	Median	Modus	Standard Deviation	Minimum Score-maximum
Self-concept (X)	4.25	4.30	4.40	0.45	3.20-4.90
Discipline (Y1)	4.18	4.22	4.25	0.52	3.15-4.85
Attitude of Responsibility (Y2)	4.32	4.35	4.40	0.38	3.45-4.95

Based on Table 2, all variables in this study had an average value above 4.00. These findings show that in general, respondents have a relatively high level of self-concept, discipline, and responsibility. Among the three variables, responsibility recorded the highest average score of 4.32, followed by self-concept of 4.25, and discipline attitude with an average score of 4.18. These results illustrate that students who participate in the program have a positive character tendency in these three aspects.

Results of the Prerequisite Test Analysis

Normality Test

Table 3. Kolmogorov-Smirnov Normality Test Results

Variable	Asymp. Sig. (2-tailed)	Keterangan
Self Concept	0.215	Normal
Discipline	0.178	Normal
Attitude of Responsibility	0.192	Normal

Based on Table 3, all variables in this study had a significance value greater than 0.05. This shows that the research data is normally distributed, so it is eligible to be analyzed using parametric statistical methods.

Linearity Test

Table 4. Linearity Test Results

Variable Relationships	F count	Sig.	Description
X → Y1	25.634	0.000	Linear
X → Y2	31.892	0.000	linear

Based on Table 4, the results of the linearity test show that the relationship between variables has a significance value of less than 0.05. These findings indicate that there is a linear relationship between independent variables and dependent variables, so further analysis can be carried out.

Multicollinearity Test

Table 5. Multicollinearity Test Results

Variable	Tolerance	VIF	Description
Self concept	0.894	1.119	No multicholine caritas

Based on Table 5, the value of the Variance Inflation Factor (VIF) which is below 10 and the tolerance value greater than 0.1 indicates that the regression model used does not experience multicollinearity problems. This indicates that the independent variables do not have too strong relationships so they are suitable for use in regression analysis.

Hypothesis Testing Results

Correlation Analysis

Table 6. Pearson Product Moment Correlation Analysis Results

Variable Relationships	Correlation Coefficients (r)	Sig. (2-tailed)	Description
X by Y1	0.782	0.000	Strong and Significant
X by Y2	0.815	0.000	Strong and Significant

Based on Table 6, the results of the analysis showed a strong and significant positive relationship between self-concept and discipline attitudes ($r = 0.782$; $p < 0.01$), as well as between self-concept and responsibility attitudes ($r = 0.815$; $p < 0.01$). These findings show that the better the self-concept that students have, the higher the tendency to discipline and responsibility.

Analysis of the Regresi Linier Berganda

Table 7. Results of Multiple Linear Regression Analysis

Variable	Regression Coefficients (b)	t count	Sig.	R ²	Adjusted R ²
Constant	1.245	3.892	0.001		
X → Y1	0.689	8.234	0.000	0.612	0.598
X → Y2	0.734	9.156	0.000	0.664	0.652

Regression equations obtained:

- For discipline: $Y1 = 1.245 + 0.689X$
- For a responsible attitude: $Y2 = 1.245 + 0.734X$

The value of the determination coefficient (R²) of 0.612 in the disciplined attitude variable shows that 61.2% of changes or variations in discipline attitudes can be explained by self-concepts formed through the Karate of Character program. Meanwhile, in the variable of attitude of responsibility, the R² value of 0.664 indicates that 66.4% of the variation in attitude of responsibility is influenced by self-concept, while the rest is influenced by other factors outside the research model.

DISCUSSION

The Influence of Self-Concept in Karate of Character on Discipline Attitudes

The results of the study show that the self-concept that develops through the Karate of Character program has a significant influence on the formation of discipline attitudes in students. This finding is in line with Baumeister's (1999) view that individuals with a positive self-concept tend to have better self-control skills, so they are better able to show disciplined behavior in various situations. In practice, the formation of self-concept in the Karate of Character program occurs through several learning processes. First, structured karate training creates an environment that encourages learners to understand and obey the applicable rules. Second, consistent repetition of techniques in practice (Harsono, 2018) gradually forms disciplinary habits that are then carried over into daily activities. Third, the culture of respect for sensei and fellow practitioners helps build values that strengthen the development of self-discipline in students.

The results of observations during the study showed that students who had high self-concept tended to:

1. Be on time for every training session
2. Using a karate uniform correctly
3. Follow sensei's instructions attentively
4. Keeping the dojo clean without being asked

The Influence of Self-Concept in Karate of Character on Attitude of Responsibility

The results showed that self-concept in the Karate of Character program had a stronger influence on the attitude of responsibility compared to the attitude of discipline. This finding can be understood through the theory of self-efficacy put forward by Bandura (1997), which explains that an individual's belief in his or her abilities will encourage the emergence of a sense of responsibility for the actions and decisions taken. In the context of karate practice, the experience of facing challenges, completing exercises, and evaluating one's abilities gradually helps students build stronger confidence, so that they are more motivated to take responsibility for their training process and behavior in daily life.

In the Karate of Character program, the development of responsibilities is carried out through:

1. A belt system that requires learners to take responsibility for their learning process
2. Paired exercises that teach responsibility for the safety of partners
3. Decision-making in simulated situations that require moral considerations
4. Post-training reflection on the application of karate values in daily life

The results of the documentation study showed that students with high self-concept showed:

1. More consistent completion of academic tasks
2. Acknowledgment of wrongdoing without blaming others
3. Initiatives in helping colleagues in difficulty
4. Ability to manage time between karate practice and academic obligations

Theoretical and Practical Implications

The findings of this study are in line with the view of Lickona (2012) who emphasized the importance of a holistic approach in character education. The results of the study show that the Karate of Character program is able to encourage the formation of a positive self-concept in students, which then plays a role in strengthening discipline and responsibility attitudes in daily life.

Practically, this study provides empirical evidence that:

1. The integration of character values in sports training can be an effective strategy in character education
2. The experiential learning approach through karate facilitates the internalization of moral values
3. The role of sensei as a moral model is very important in the formation of students' character

CONCLUSION

Based on the results of research and discussion, it can be concluded that the self-concept formed through the Karate of Character program has a significant influence on the formation of discipline and responsibility attitudes in students. The results of the analysis showed that the relationship between self-concept and disciplined attitude had a correlation coefficient of 0.782 with a determination coefficient (R^2) of 0.612, which means that about 61.2% of the variation in disciplined attitudes can be explained by self-concept that develops through a structured karate training process, adherence to rules, and consistency in carrying out exercises. In addition, self-concept was also shown to have an effect on attitude of responsibility with a correlation coefficient of 0.815 and a coefficient of determination (R^2) of 0.664, which showed that 66.4% of the variation in attitude of responsibility was influenced by self-concept formed through various activities in the program, such as belt lift systems, paired exercises, decision-making simulations, and post-exercise reflection activities. In general, these findings show that the Karate of Character approach that emphasizes strengthening self-concept can be an effective strategy in shaping the character of discipline and responsibility in students, as well as strengthening the view in character education that the internalization of moral values will be more optimal if developed through direct experience and a holistic learning approach.

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