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SOCIAL SCIENCE LEARNING ACHIEVEMENT INFLUENCED BY CHARACTER BASED ON LOCAL CULTURE

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Abstract: *The purpose of this study is to find out (1) an influence of character and local culture on the social studies learning achievement of state high school students in Bima district and (2) the influence of character on the social studies learning achievement of state high school students in Bima district, as well as (3) the influence of local culture on the social studies learning achievement of state high school students in Bima Regency. The population in this study is a State Senior High School in Bima Regency, totaling 640 students. Therefore, the sample taken is approximately 10% of the population, so the sample is 60 students of class XI Social Sciences Department, SMA Negeri Bima Regency. Sampling in this study used proportional random sampling technique, the selection of sample members was carried out randomly and proportionally. Based on the results of hypothesis testing and multiple linear regression analysis, it can be concluded as follows: (1) there is a significant influence of local character and culture together on the dependent variable of Social Studies learning achievement. This is evidenced by the acquisition of the value of Sig. $0.000 < 0.05$ and $F_h = 13.028$; (2) there is a significant effect of character on social studies learning achievement. This is evidenced by the acquisition of the value of Sig. $0.000 < 0.05$ and $t_h = 5.071$; (3) there is a significant influence of local culture on social studies learning achievement. This is evidenced by the acquisition of the value of Sig. $0.000 < 0.05$ and $t_h = 0.021$.*

Keywords: *Character, Local Culture, Social Studies Learning Achievement.*

Basic provisions

The main task of the study is to expand the educational process of educational institutions, whose behavior based on national culture is aimed at developing a sacred national culture. Promote the formation of cultural-oriented activities and values of character based on national culture, instilling in students the ideals of society and the nation in educational organizations. The introduction of behavioral education based on national cultural knowledge also pursues the goal of increasing behavioral labor productivity in order to overcome various difficulties in the future. The advantages of creating a healthy culture include increasing the

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spirit of mutual cooperation, unity, openness to each other, forming a family spirit, establishing good relationships and responding to achievements in the outside world.

Introduction. There is a tendency in the learning process to minimize student involvement. Students become more passive as a result of the teacher's control over the learning process, waiting for more for the teacher's presentation than seeking and discovering the knowledge, skills, or attitudes they require. The lesson promotes knowledge, is teacher-centered, directs content in the form of information that does not create value, and merely forms a culture of memorizing rather than critical thinking. In practice, assessing learning occurs at night before going to bed because the presentation is monotonous and expository, resulting in less enthusiastic students and less interesting lessons, even though social studies teachers have gone to great lengths to pique students' interests because interest is the primary factor for achieving the learning process. Oktariya (2019) Learning achievement is strongly affected by a variety of factors during the attainment process [1]. The presence of instructors is one of the most important factors that determine the performance of learning. Given the importance of teachers in the process of teaching and learning activities, the quality of teachers should be examined.

It is common in the learning process to find the habit of decreasing student engagement in engaging. The teacher's dominance in the learning process encourages pupils to be more passive, waiting for the teacher's presentation rather than searching and obtaining the needed knowledge, skills, or attitudes. In the application of the material, learning is more teacher-centered, guiding the content in the form of knowledge that is not a way of thinking values, it just builds the habit of memorizing and does not encourage students to think critically. In practice, learning assessments are very boring because the presentation is monotonous and expository, so students are less enthusiastic and produce less interesting lessons, even though social studies teachers have tried their hardest to pique students' interest because interest is the primary capital for managing learning. Learning accomplishment is obtained via the process of learning. The presence of the instructor is one of the most important aspects influencing the success of learning. Given the importance of instructors in the process of teaching and learning activities, the quality of teachers should be examined.

Social Science Education is one of the titles of disciplines taught at various levels in the educational system. Social sciences are part of the school curriculum, and its fundamental purpose is to help students acquire the knowledge, skills, character, and values required to engage in community life at the local, national, and international levels. Social studies disciplines aim to prepare students to be democratic and responsible Indonesian citizens as well as peaceful global citizens. Social studies education is meant to give local resources to be exploited as learning materials, thus providing superiority and socialization.

Character qualities of successful students are built based on a perspective of the many learning objectives and ideas that must be applied, expanding religious knowledge and its execution, which can be employed in the home and community context. Various activities in the school environment that help shape kids' personalities. Busro (2017) strengthens character education strategies for students, demonstrating and strengthening character education by giving students character, increasing academic potential, developing potential and abilities optimally, preparing and cultivating mental attitudes, mutual cooperation, and mutual respect for friends [2]. Character will be formed as a result of knowledge and understanding that every human being must experience, relationship with oneself, relationship with the social and surrounding environment, spiritual relationship with God, each of these relationships will pro-



vide meaning, understanding, self-confidence, and a way of understanding that relationships will determine, treat it in the world [3].

To introduce character education based on local cultural knowledge also has the goal of altering the attitudes and behavior of current human resources so that behavior may boost work productivity to tackle diverse difficulties in the future. The benefits of establishing a healthy culture may also boost the spirit of mutual collaboration, unity, openness to one another, form a family spirit, build better communication, and be responsive to advances in the outside world. In terms of education based on local wisdom, social knowledge educators are expected to carry out their duties in order to present themselves as individuals who are honest, have noble character, and become role models for participants and the community, as well as act in accordance with religious, legal, social, and cultural norms of the Indonesian nation through mastery of local wisdom. Learning theory and concepts of educational learning [4].

As a result, efforts must be made to build an integrated education system that incorporates local culture, with the goal of increasing students' appreciation of the culture in which the educational process takes place. The problems that humanity will confront in the age of globalization include three key influences that will impact Indonesian individuals: (1) civil society; (2) the nation-state; and (3) globalization. "In civil society, a person acknowledges his rights and duties as a member of his family, members of his local community, members of his local culture, and so on [5].

Furthermore, under the notion of nation state, we are tied as a country by an agreement that the founders of this nation battled for, namely that the state is established on the great values of Pancasila. According to Tilaar (2006:148-150), Indonesians are clever, namely Indonesians who hold Pancasila beliefs. Members of a cultured society are qualities of clever Indonesians. Its culture is unquestionably sophisticated. Of doubt, there are cultural components that, by national and global standards, do not deserve to be included in a civilized society. Elements of local culture evolve in line with the passage of time, as long as these changes do not cause a person to forget their roots (upprotected). The Indonesian people were the first to acknowledge local cultural values.

As a result, one component of national education is the preservation and promotion of local culture. This is stated constitutionally in Law No. 17 of 2007 on the National Long-Term Development Plan for 2005-2025, Chapter IV concerning Development Directions, namely "the realization of a nation of strong, competitive, noble, and moral character based on Pancasila, characterized by the diverse character and behavior of Indonesians, loyal and devoted to God Almighty, virtuous, polite, cooperative, patriotic, dynamically developed, and science-oriented" [6].

Research Question

Based on the background and identification of the problems mentioned above, the formulation of the problem in this study is as follows:

- Does the local character and culture have a mutual impact on social studies learning achievement?
- Does character have an impact on social studies learning achievement?
- Does local culture have an impact on social studies learning achievement?

Method

The research that will be conducted by the author is a sample study, namely research that makes some research subjects to represent the entire population. As a sample research, this research uses one of the existing methods in scientific research, namely the survey method. The problem constellation model between the three variables is:

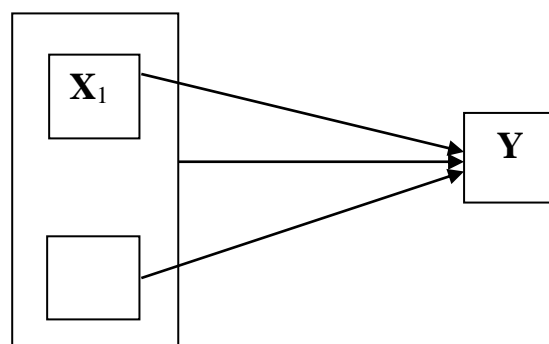


Figure 1. Research Design

Description.

X_1 = Character

X_2 = Local culture

Y = Social studies learning achievement

Participants

The population is the subject of research [7]. The population in this study is a public high school in Bima Regency in the 2021/2022 school year, totaling 640 students, therefore the sample taken is approximately 10% of the population, namely as follows:

The sample in this study was 60 students of class XI Social Sciences Department at Public senior high school Bima Regency. "If the population is less than 100 people, it is recommended that all of them be sampled. However, if the population is more than 100, it can be taken 10-15%, 20-25% or more depending on the ability of the researcher [7, 8]. Sampling in this study used a proportional random sampling technique, the selection of sample members was carried out randomly and proportionally.

In the process of data collection is done by questionnaires, tests and documents. While the form of the research is an analytical study using a direct survey method to the field by visiting respondents to fill out a questionnaire that has been prepared (for local Character and Culture variables) and tests (for students' Social Studies learning achievement), after being filled out then collected again for benefit analysis.

Instrumentation

The instrument used to collect data on local culture is a questionnaire using a rating scale. The rating scale model used is in the form of a continuum with 5 (five) categories, namely for positive questions the answer value is Always = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1 [9]. The instrument in this study has been tested for validity and reliability with different subjects on the sample with the following results:



Tabel 1 - Validitas Kuisisioner Character and Local Culture

Character					Local Culture					
	Fre- quenc y	Perce nt	Valid Percent	Cumulati ve Percent		Fre- quency	Perce nt	Valid Percent	Cumula tive Percent	
	66	5	8.3	8.3		64	1	1.7	1.7	
	70	6	10	10		68	1	1.7	3.3	
	74	4	6.7	6.7		74	1	1.7	5	
	78	6	10	10		76	3	5	10	
	82	10	16.7	16.7		78	1	1.7	11.7	
Valid	84	1	1.7	1.7		80	7	11.7	23.3	
	86	8	13.3	13.3		82	6	10	33.3	
	90	8	13.3	13.3	Valid	83	1	1.7	35	
	92	1	1.7	1.7		84	6	10	45	
	94	8	13.3	13.3		86	5	8.3	53.3	
	98	3	5	5		88	6	10	63.3	
Total	60	100	100			90	4	6.7	70	
						92	4	6.7	76.7	
						94	7	11.7	88.3	
						95	1	1.7	90	
						96	2	3.3	93.3	
						98	4	6.7	100	
					Total	60	100	100		

Data analysis

The data obtained in this study will be analyzed using Descriptive Analysis Techniques, namely testing the research data by presenting data in the form of basic statistical calculations which include frequency distribution tables, histograms, average values, median, mode, standard deviation, with the formula:

Range : $R = \text{largest data} - \text{smallest data}$

Number of classes : $K = 1 + 3.3 \text{ g}$

Note:

K = Number of Classes

N = Number of data

Class Interval

$$i = \frac{R}{K}$$

Note:

i = Class Interval

R = Range

K = Number of classes to be created

Mean

$$x = \frac{\sum F xi}{n}$$

Note:

f = Frequency

xi = Class mean



n = Number of data

Median

$$\frac{1}{2} (X_k + X_{k-1})$$

Ket;

X_k = Middle limit value

Modus

$$M_o = b + P \frac{(b_1)}{b_1 + b_2}$$

Note;

b = lower limit of mode class

p = class length

b_1 = mode class frequency – previous interval class frequency

b_2 = mode class frequency – after interval class frequency

Standard Deviation

$$\sqrt{\frac{\sum x^2 - (\sum x)^2}{n(n-1)}}$$

Variance

$$S^2 = \frac{\sum x^2 - (\sum x)^2}{n-1}$$

The data were also tested for analytical requirements, namely normality test, multicollinearity test, heteroscedasticity test, linearity test, and normality error test with the help of *SPSS* 20.0 program. After all the Analysis Prerequisites test are met, then the Hypothesis test with Correlation Analysis is carried out with the following formula;

Correlation Analysis

$$F = \frac{\frac{R^2}{k}}{\frac{1-R^2}{n-k-1}}$$

Note:

R = Double Correlation Coefficient

n = Number of sample members

k = number of independent variables

As for the regression analysis, it was carried out with the help of the *SPSS* 20.0 program to calculate the regression line equation, test regression significance, and test statistical hypotheses.

Results

In this result, the authors present research data for the variables of Social Studies learning achievement (Y), character (X_1), and local culture (X_2). Social studies learning achievement data is obtained from tests or report cards obtained from 60 students who are the research



sample. The values obtained are the lowest (Minimum) 66, the highest (Maximum) 94, the average (Mean) 79.77, median 79.00, mode 86 and standard deviation of 7.356.

Table 2 - Description of Social Studies Learning Achievement Research Data

No	Descriptive Size	Value
1	Mean	79.77
2	Median	79.00
3	Modus	86
4	Simpangan Baku	7.356
5	Minimum	66
6	Maksimum	94

When viewed from the results of the calculations above, it can be said that the Social Studies learning achievement of State Senior High School students in Bima Regency is quite good. This is indicated by the acquisition of an average score of (Mean) 79.77. Character data obtained from the questionnaire scores answered by 60 students as respondents resulted in the lowest score of 66, the highest score of 98, the mean value of (Mean) 82.73, the median of 82, the mode of 82 and the standard deviation of 9.323.

Table 3 - Description of Character Research Data

No	Descriptive Size	Value
1	Mean	82.73
2	Median	8.00
3	Modus	82
4	Simpangan Baku	9.323
5	Minimum	66
6	Maksimum	98

From the results of the calculations above, it can be said that the character of the Senior High Schools in the Bima Regency is quite good. This is indicated by the acquisition of a mean score of (Mean) 82.73. Local culture data obtained from questionnaires answered by 60 students resulted in the lowest score of 64, the highest score of 98, the mean score of 86.23, the median of 86, the mode of 80, and the standard deviation of 7.400.

Table 4 - Description of Local Culture Research Data

No	Descriptive Size	Value
1	Mean	86,23
2	Median	86,00
3	Modus	80a
4	Simpangan Baku	7,400
5	Minimum	64
6	Maksimum	86,23

**Table 5 - Data Normality Test**

		One-Sample Kolmogorov-Smirnov Test		
		Character	Local Culture	Social Studies Learning Achievement
N		60	60	60
Normal Parameters ^{a,b}	Mean	82,73	86,23	79,77
	Std. Deviation	9,323	7,400	7,356
Most Extreme Differences	Absolute	,119	,086	,118
	Positive	,097	,069	,095
	Negative	-,119	-,086	-,118
Kolmogorov-Smirnov Z		,919	,669	,916
Asymp. Sig. (2-tailed)		,367	,762	,371

a. Test distribution is Normal.
b. Calculated from data.

From the table above shows that the hypothesis test which states the distribution of data in this regression analysis follows a normal distribution. This is indicated by the Asyp value. Sig > 0.05. This means that all data are normally distributed.

Research Discussion

From the results of the calculations above, it can be said that the local culture of state high school students in Bima Regency is quite good. This is indicated by the acquisition of an average score of 83.23 which is close to the median score.

The Effect of Local Character and Culture Together on Social Studies Learning Achievement. Based on table 1. Character (X_1) and local culture (X_2) together on Social Studies learning achievement (Y). The results of the research above conclude that the local character and culture together have a positive influence on improving the social studies learning achievement of state high school students in Bima Regency. This implies that the local character and culture have a significant influence on the improvement of Social Studies learning achievement of State Senior High School students in Bima Regency.

Student accomplishment is one of the measures used to assess educational performance. However, some students may encounter situations that prevent them from studying or carrying out tasks during the learning process. Students can also learn or do tasks throughout the learning process, although not optimally. The causal element might arise from within the kid as well as from outside. Every parent wishes for their child to attain academic success. Of course, good results will come from a good learning process as well. Learning is the process of doing something that cannot be done, such as transitioning from old behavior to new behavior or from old knowledge to new understanding.

The Influence of Character on Social Studies Learning Achievement. From the results of research and existing theories, it can be concluded that character has a positive influence on increasing Social Studies learning achievement of State Senior High Schools in Bima Regency.

Schools are one of the most effective institutions for instilling the ideals of society and the nation in pupils so that they can carry out their tasks as productive human beings. Character qualities based on local culture produced at State Senior High Schools in the Bima Regency region are an expansion of the knowledge of educational institutions aimed toward the development of national culture. Daily habituation ensures that local culture-based character values are correctly implemented. All school employees are involved in the habituation pro-



cess. Culturally oriented activities and the integration of learning in the classroom also contribute to habit formation. The application of character education through student discipline activities, i.e. the application of character education in schools, is done using disciplined habits that will later aid in character development [10].

Local Culture on Social Studies Learning Achievement. Based on table 3, local culture is connected to students' attitudes and conduct in learning voluntarily without outer encouragement to carry out learning activities everywhere and under all situations. This local culture does not necessarily flourish on its own, but students must be aware of it in order to progress. One of the most powerful rewards for great students will be a high level of learning interest in a subject. High local culture has a direct influence on student learning accomplishment because it forms attitudes that encourage kids to be more advanced for achievement. Culture becomes a means for students to translate the findings of their observations into creative forms and concepts regarding the subject of science in order to get the best learning outcomes in culture-based learning [11-14].

Conclusion

In this conclusion section, the authors briefly describe the results of the research obtained in the field, the following conclusions can be drawn: 1) There is a significant influence of local character and culture together on social studies learning achievement of state high school students in Bima Regency. This is evidenced by the acquisition of the value of Sig. $0.000 < 0.05$ and $F_h = 13.028$. 2) There is a significant effect of Character on Social Studies learning achievement of State High School students in Bima Regency. This is evidenced by the acquisition of the value of Sig. $0.000 < 0.05$ and $t_h = 5.071$. 3) There is a significant influence of local culture on Social Studies learning achievement of State Senior High School students in Bima Regency. This is evidenced by the acquisition of the value of Sig. $0.002 < 0.05$ and $t_h = 0.021$.

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ӘЛЕУМЕТТАНУ ҒЫЛЫМДАР БОЙЫНША ОҚУ ЖЕТІСТІКТЕРІНІҢ ЖЕРГІЛІКТІ МӘДЕНИЕТКЕ НЕГІЗДЕЛГЕН МІНЕЗ-ҚҰЛЫҚҚА ӘСЕРІ

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Түйін: Бұл зерттеудің мақсаты Бима ауданындағы мемлекеттік орта мектеп оқушыларының әлеуметтік пәндерді оқу жетістіктеріне мінез бен жергілікті мәдениеттің ықпалын және мемлекеттік жоғары оқу орындарының әлеуметтік пәндерді оқу жетістіктеріне мінездің әсерін анықтау. Бима ауданындағы мектеп оқушылары, сондай-ақ Бима ауданындағы мемлекеттік орта мектеп оқушыларының әлеуметтік пәндерді оқу жетістіктеріне жергілікті мәдениеттің әсері. Бұл зерттеуге - Бима штатындағы мемлекеттік орта мектеп, барлығы 640 оқушы қатысты. Демек, алынған іріктеу популяцияның шамамен 10% құрайды, сондықтан үлгі SMA Negeri Bima Regency әлеуметтік ғылымдар кафедрасының XI сыныптың 60 оқушысы. Бұл зерттеуде іріктеу пропорционалды кездейсоқ іріктеу әдісін қолданды, іріктеу мүшелерін таңдау кездейсоқ және пропорционалды түрде жүргізілді.

Түйін сөздер: мінез-құлық, жергілікті мәдениет, әлеуметтік зерттеулер бойынша оқудағы жетістіктер.



ВЛИЯНИЕ АКАДЕМИЧЕСКИХ ДОСТИЖЕНИЙ ПО СОЦИОЛОГИИ НА ПОВЕДЕНИЕ, ОСНОВАННОЕ НА МЕСТНОЙ КУЛЬТУРЕ

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Резюме: Целью данного исследования является выявление влияния характера и местной культуры на успеваемость учащихся государственных старших классов средней школы в районе Бима по общественным наукам и влияние характера на успеваемость по общественным наукам государственного высшего образования. школьников в районе Бима, а также влияние местной культуры на успеваемость учащихся государственных старших классов средней школы в районе Бима. Население в этом исследовании - это государственная старшая средняя школа в районе Бима, в которой учатся 640 студентов. Таким образом, выборка составляет примерно 10% населения, то есть 60 студентов XI класса факультета социальных наук, SMA Negeri Bima Regency. Выборка в данном исследовании использовалась методом пропорциональной случайной выборки, отбор членов выборки проводился случайным и пропорциональным образом.

Ключевые слова: Характер, Местная культура, Успеваемость в области социальных наук.

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