Relationship between Implementation of the "Gerakan Sekolah Mengaji (GSM)" Program and the Integrity of Elementary School Students in Padang District, Lumajang Regency

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Abstract*:* Character education is a crucial issue in Indonesia's formal education system, emphasizing integrity as a core value to instill early. Lumajang Regency implements the Gerakan Sekolah Mengaji (GSM) program to strengthen character education by fostering religious values to shape students' integrity. This study examines the relationship between the GSM program and the integrity character of elementary school students in Padang District, focusing on honesty, politeness, and love of truth. Using a quantitative approach with a correlational method, data were collected from 184 respondents across 23 elementary schools through questionnaires. Analysis was conducted using Pearson product moment correlation and linear regression via SPSS. Findings reveal a significant positive relationship between GSM implementation and students' integrity character. Actively participating students demonstrate higher levels of honesty and politeness than those not involved. The GSM program significantly contributes to forming students' integrity by reinforcing religious values that align with core integrity principles.

Keywords: School of recitation movement, integrity character, elementary school, character education

1. INTRODUCTION

Character education is a fundamental pillar of Indonesia's national education system. The Ministry of Education and Culture emphasizes the importance of strengthening five core character values as the foundation for fostering a generation of youth with integrity. Schools today are no longer solely focused on academic instruction but also play a vital role in shaping students' morals and ethics. In the era of globalization, students face increasingly complex challenges, including dishonesty, declining respect for teachers and parents, and the growing prevalence of bullying, which has become a critical issue in education.

Integrity stands out as one of the most essential character values to cultivate. This value encompasses honesty, exemplary behavior, and alignment between thoughts, words, and actions. In students' lives, integrity plays a significant role not only in personal contexts but also as a robust foundation for their social and professional lives. However, advancements in technology and the easy access to information have exposed students to values that often conflict with established moral norms.

To address these challenges, Lumajang Regency has introduced the Gerakan Sekolah Mengaji (GSM) program, an initiative aimed at instilling religious values through the habitual practice of Quran recitation in schools. This program seeks to go beyond theoretical understanding of religious teachings by encouraging students to embody these values in their daily lives. Through this approach, students are expected to develop integrity characterized by honesty, politeness, exemplary conduct, and a love for truth.

Despite its implementation over an extended period, research on the GSM program's impact on character development, particularly integrity, remains limited. Therefore, this study aims to analyze the relationship between the implementation of the GSM program and the development of students' integrity in Padang District, Lumajang Regency.

2. METHODS

This study employed a quantitative approach using a correlational design to examine the relationship between the implementation of the Gerakan Sekolah Mengaji (GSM) program and the development of students' integrity character in Padang District, Lumajang Regency. The correlational approach was chosen as it aligns with the study's objective, which is to investigate the presence and strength of the relationship between two measured variables: the GSM program implementation (independent variable) and students' integrity character (dependent variable).

The design facilitated an exploration of the association between the independent variable (GSM program implementation) and the dependent variable (students' integrity). This design enabled researchers to assess the extent to which the GSM program influences key aspects of integrity, including honesty, exemplary behavior, politeness, and a love for truth.

The research was conducted across 23 elementary schools in Padang District, Lumajang Regency, involving a population consisting of students, school principals, and GSM program implementers, totaling 1,914 individuals. A quota sampling technique was employed to select 184 respondents, taking into account the researcher's resources, geographical scope, and potential risks. This sample size was deemed sufficient to represent the population, minimize bias, and enhance the accuracy of the findings by using questionnaire-based data collection.

Before distribution, the questionnaire underwent expert validation by two specialists and was assessed against a product feasibility table to ensure it was classified as "highly feasible" or "feasible." A pilot test was conducted in three schools outside Padang District, resulting in 24 validated items. Reliability testing was subsequently carried out using the split-half method, the Pearson product-moment correlation formula, and further analysis with the Spearman-Brown formula, confirming the reliability of the instrument.

Data analysis in this study followed three stages to ascertain the relationship between the variables. The first stage involved a normality test using SPSS v.27, producing the following results:

			Unstandardized Residual
N			23
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		3.11164428
Most Extreme Differences	*Absolute*		.083
	Positive		.056
	Negative		-.083
Test Statistic			.083
Asymp. Sig. (2-tailed)c			.200d
Monte Carlo Sig. (2-tailed)[e]	Sig.		.942
	99% Confidence Interval	Lower Bound	.936
		Upper Bound	.948

The findings revealed that the normality test using the Kolmogorov-Smirnov method in SPSS v.27 produced a p-value of 0.200 and a Monte Carlo significance value of 0.942. These results indicate that the residual data followed a normal distribution.

Additionally, a linearity test was conducted using the Deviation from Linearity method, with results summarized as follows:

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
KarakterIntegritas * Pelaksanaan Program GSM	Between Groups	(Combined)	288.023	19	15.159	3.628	.158
		Linearity	87.546	1	87.546	20.955	.020
		Deviation from Linearity	200.478	18	11.138	2.666	.228
	Within Groups		12.534	3	4.178		
	Total		300.557	22			

The data analysis table produced a p-value of 0.228, indicating that the relationship between the implementation of the Gerakan Sekolah Mengaji (GSM) program and students' integrity character is linear. Following the confirmation of normality and linearity of the data, hypothesis testing was conducted using the Pearson product-moment correlation method.

Correlations

		Implementation of the Program GSM	Character Integrity
Implementation of the Program GSM	*Pearson Correlation*	1	.540[**]
	Sig. (2-tailed)		.008
	N	23	23

Character Integrity	*Pearson Correlation*	.540**	1
	Sig. (2-tailed)	.008	
	N	23	23

The formula revealed anrxyrxy value of 0.540, indicating a positive relationship between the two variables. The significance test yielded a p-value of 0.008, which is less than the threshold of 0.05, confirming that the relationship is statistically significant.

Additionally, a determination test was conducted to assess the extent to which the implementation of the Gerakan Sekolah Mengaji (GSM) program explains the variance in students' integrity character. This was calculated using the determination formula as follows:

$$kd = r^2 \times 100\%$$
$$kd = 0{,}540^2 \times 100\%$$
$$kd = 0{,}2916 \times 100\%$$
$$kd = 29{,}16\%$$

The results indicate that the implementation of the GSM program accounts for 29.16% of the variance in students' integrity character. The remaining 70.84% is influenced by other factors not explored in this study.

3. FINDINGS AND DISCUSSION

3.1 Finding

The research findings demonstrate a positive and significant relationship between the implementation of the Gerakan Sekolah Mengaji (GSM) program and the development of students' integrity character in Padang District, Lumajang Regency. The normality test, performed using the Kolmogorov-Smirnov method, confirmed that the data were normally distributed, allowing for correlation analysis. Additionally, the linearity test indicated that the relationship between the GSM program and students' integrity character was linear.

These results suggest that the more effectively the GSM program is executed, the stronger its influence on students' integrity character, especially regarding honesty, exemplary behavior, politeness, and a love for truth.

Furthermore, the Pearson product-moment correlation analysis identified a positive relationship, with a correlation coefficient (rr) of 0.540. This value signifies a moderately strong impact of the GSM program on shaping the integrity character of students, as further summarized in the corresponding table:

Valueofr_{xy}	Interpretation
0,800-1,00	Very Strong
0,600-0.799	Strong
0,400-0,599	Moderate
0,200-0,399	Low
0,000-0,199	Very Low

(Masyhud, S. 2021:100)

The table above shows a moderate relationship between the implementation of the Gerakan Sekolah Mengaji (GSM) program and the development of students' integrity character. This relationship is not only positive but also statistically significant, with a significance value of 0.008. Therefore, it can be concluded that the GSM program plays a clear and meaningful role in shaping students' integrity character in the schools included in the study.

The determination test revealed that the GSM program accounts for approximately 29.16% of the variance in students' integrity character development. The remaining 70.84% is influenced by other factors outside the GSM program. These factors may include the family environment, peer influence, and school programs and policies that support the development of students' character. This highlights the importance of a holistic approach to character education, where the GSM program plays a significant role but is not the sole factor in shaping students' integrity.

3.2 Discussion

The findings of this study emphasize the importance of the Gerakan Sekolah Mengaji (GSM) program in shaping the integrity character of elementary school students. The positive relationship between the program's implementation and the students' integrity character clearly demonstrates that GSM has a significant impact, although it is not the only factor influencing character development. This influence is reflected in the correlation results, which show that the better the GSM program is implemented, the stronger the integrity character of the students becomes, particularly in terms of honesty, exemplary behavior, politeness, and a love of truth.

However, it is important to note that the GSM program accounts for only 29.16% of the total factors influencing character formation. This indicates that more than 70% of character development is influenced by other factors. Key influences include the family environment, peer interactions, and school policies that support character education. These factors play a crucial role in the development of students' integrity.

This finding suggests that the GSM program can be an effective tool in character building, but it cannot stand alone. It needs to be supported by a holistic educational environment, including the active involvement of families and school communities. Therefore, to fully develop students' character, collaboration between various educational elements is essential.

4. CONCLUSION

Based on the research findings, it can be concluded that the implementation of the Gerakan Sekolah Mengaji (GSM) program is significantly associated with the development of students' integrity character in elementary schools in Padang District, Lumajang Regency. This program has proven effective in enhancing students' honesty and politeness through regular religious activities. The consistent practice of religious values taught within the GSM program helps students develop a strong moral integrity through consistent habituation.

These results align with previous studies on the role of religious-based educational programs in fostering character development. Such programs have been shown to positively influence various aspects of character, especially in the development of honesty and ethical behavior among young learners.

5. ACKNOWLEDGMENTS

6. CONFLICTS OF INTEREST

The authors declare no conflict of interest regarding the publication of this research. No personal, financial, or professional relationships have influenced the research design, data interpretation, or the presentation of the results.

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