

## CHARACTER-BASED ECONOMIC LEARNING IMPLEMENTATION AND TEACHER'S REINFORCEMENT ON STUDENT'S AFFECTIVE COMPETENCE IN MINIMIZING HOAX

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**Abstract:** Minimizing hoaxes that occur in students is closely related to learning outcomes in the affective domain. Therefore, the purpose of this research is to find out and analyze implementation of character-based economic learning and teacher's reinforcement influence on student's affective competence. Type of this research is descriptive and associative analysis. The populations of this research were 10<sup>th</sup> class of senior high school student in East Jakarta amounting to 1793 students. The sample in this research amounted to 95 students. The sampling method was done by using proportionate random sampling. Data collection is done by filling questionnaires. Analysis of the data used is descriptive statistic and multiple regression. The results showed that there were simultaneously positive and significant effects between implementation of character-based economic learning and teacher's reinforcement on students' affective competencies in minimizing hoax news on online social media. However, partially teacher's reinforcement has a positive but not significant effect on students' affective competencies. Overall, the magnitude of the effect is known to be 43.50%. This gives a considerable meaning, because almost half of its contribution. Even though there are still many other factors that contribute to affective competence, namely the remaining 56.50% as other factors not examined in this study

**Key Words:** *affective competence, hoax information, implementation of character-based economic learning, reinforcement*

### IMPLEMENTASI PEMBELAJARAN EKONOMI BERBASIS KARAKTER DAN REINFORCEMENT GURU PENGARUHNYA TERHADAP KOMPETENSI AFEKTIF SISWA DALAM MEMINIMALISIR HOAX

**Abstrak:** Meminimalisir hoax yang terjadi pada siswa, erat kaitannya dengan hasil belajar pada ranah afektif. Oleh karena itu, tujuan penelitian ini adalah untuk mengetahui dan menganalisis pengaruh implementasi pembelajaran ekonomi berbasis karakter dan *reinforcement* guru terhadap kompetensi afektif siswa. Penelitian ini menggunakan analisis deskriptif dan asosiatif. Populasi penelitian adalah siswa kelas X ilmu sosial di Jakarta Timur yang berjumlah 1.793 siswa dan sampel penelitian sebanyak 95 siswa. Teknik pengambilan sampel dilakukan dengan menggunakan proporsional random sampling. Pengumpulan data dilakukan dengan kuesioner. Analisis data yang digunakan adalah deskriptif dan regresi berganda. Hasil penelitian menunjukkan bahwa secara simultan terdapat pengaruh positif dan signifikan implementasi pembelajaran ekonomi berbasis karakter dan *reinforcement* guru terhadap kompetensi afektif siswa dalam meminimalkan berita *hoax* di media sosial *online*. Namun, *reinforcement* guru memiliki pengaruh positif tetapi tidak signifikan terhadap kompetensi afektif siswa. Secara keseluruhan, besarnya pengaruh diketahui 43,50%. Hal ini memberi makna cukup besar, sebab mencakup hampir separuh kontribusinya. Padahal masih banyak faktor lain yang berkontribusi terhadap kompetensi afektif yaitu 56,50% sisanya sebagai faktor lain yang tidak diteliti dalam penelitian ini.

**Kata kunci:** *kompetensi afektif, berita hoax, implementasi pembelajaran ekonomi berbasis karakter, reinforcement*

## INTRODUCTION

The rise of fake news (hoaxes) in the midst of the life of the national press has recently been assessed as an important issue so that it will be discussed in the World Press Freedom Day (WPDF) 2017 or World Press Freedom Day held on 2-4 May 2017 in Jakarta. "Hoax has become a global issue not only in Indonesia because it will be a discussion in the WPDF," said Minister of Communication and Information, Rudiantara, while attending the 69th National Press Day event.

The current phenomenon, online social media e.g. Facebook, Line, BBM, WhatsApp, GoogleApp, and a number of other online social media applications for students is a place to strengthen friendships, make new friends, share/vent, self-actualization, and is often used as an arena to promote goods and services. In other words, learning to become a small businessman based online or e-commerce. This is not a problem as long as the corridor of ethics is right. This means that the presence of online social media has a positive role for students. The fact that is happening nowadays, some student-status communities often say or write messages that are less feasible, not polite, dishonest, less tolerant, irresponsible, illegitimate, and so forth which actually cause problems or conflicts. This problem certainly indicates that students' affective competencies are relatively lacking.

The existence of a comprehensive law regulating behavior in cyberspace is very urgent, considering that currently the state is considered helpless to overcome the rampant hoaxes. The Criminal Code and the ITE Law have not been able to target producers and disseminate false news. Therefore, the author wants to contribute, trying to find one of the problem solving, namely from the aspect of education. Because starting from education and learning, this nation becomes civilized. Education is able to overcome moral decadence. Education can improve the dignity of a nation.

Based on the results of a temporary observation that the author conducted in a pre-survey in several Senior High Schools (SHS) in Pasar Rebo Sub-district, East Jakarta, there were still students whose competence was not optimal, on average only 78.67% of students

were competent in attitude, the remaining 21.33% students need special attention. Students who need special attention indicate that students have not shown a good attitude, have not shown honesty, there are still students who often make harsh words, lack of tolerance between students, indifferent and so on. If there is no meaningful follow-up, the implication is that there will be a decrease in affective competence in students. Affective competence is an ability that is related to a person's behavior and attitude. Affective includes attitudes, values, interests, appreciation and adjustment of social feelings (Uno, 2010:70). Mean while, Arifin (2009:22), the affective is the internalization of attitudes that show one's inner growth so that they are aware of the values that are accepted and shown by better behavior.

In simple terms, affective competence has four main dimensions, namely in the form of responses and competencies to build relationships with oneself, responses and competencies to foster relationships with others, response and competence to build relationships with an ever-changing environment, and response and competence to build relationships with God as The Creator and the purpose of life's journey (Chatib, 2012).

Each student affective competency problem appears, an important factor that contributes is a learning process. On this occasion, what will be studied is from the learning process factor which is the implementation of economic learning based character. As in the Grand Design of Character Education (Kemdiknas, 2010:4) states that the implementation of character education, development is carried out through learning experiences and learning processes which lead to the formation of character in students. This process is carried out through empowerment and civilization of students to have noble values and character behavior. According to Majid (2008) the implementation of learning is directed at empowering all potential students to master the expected competencies. The implementation of learning develops the ability to know, understand, do something, live in togetherness and actualize themselves, thus the implementation of learning needs to be: (1) centered on students; (2) develop students' creativity; (3) creating pleasant and challenging conditions; (4) content, value, ethics,

aesthetics, logic, and kinesthetic, and (5) provide a diverse learning experience. Furthermore, according to the Director General of Higher Education, character education can be interpreted as value education, character education, and moral education, character education, which aims to develop the ability of students to make good decisions, maintain what is good, realize and spread goodness in their daily lives. Day with all my heart (Barnawi & Arifin, 2011).

In the implementation of character-based economic learning, there are activities characteristic, namely preliminary activities, core activities, and closing. Learning activities from the stages of preliminary, core and closing activities are selected and implemented so that students practice targeted character values. States that preliminary activities contain learning prerequisite activities in which students work on and summarize material, students receive and understand shared worksheets, students form groups with a certain amount, interaction between teacher's greetings and students, teacher's apperception about the material taught, the teacher reminds the material that has been conveyed before, the teacher submits the feed questions to students and the teacher conveys the scope of the material and activities to be carried out (Marzuki, 2012).

Furthermore, core activities are a learning process to achieve basic competency. Learning activities are carried out interactively, inspiring, fun, challenging, motivating students to actively participate, as well as providing adequate space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students.

The last activity in the implementation of character-based learning is the closing activity. The closing activity is an activity carried out to end learning activities that can be done in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up (Marzuki, 2012). The closing activity contains; 1) the teacher and students verbally express the results of the discussion, 2) quiz, 3) assignment, for upcoming meetings, 4) say final greetings. Character i.e. developed Creative, communicative, responsible, hard work.

Further factors that influence student affective are teacher reinforcement. Wibowo (2015: 17) reinforcement or reinforcement is one of the motivational theories which aims to make repetition of behavior given reinforcement. The form of reinforcement given by the teacher to the positive behavior shown by students can be in the form of giving rewards in the form of objects (gifts), verbal (such as praise), and also in the form of warm, permissive, and full acceptance behavior. Whereas negative (punishment) reinforcement is something that if eliminated will increase the response.

The affective competency problem of students is so actual to be discussed, and how appropriate steps are taken to overcome the problem. Many researchers have done it. However, so far the research has not shown the expected solution. The tendency of previous research is limited to general problems, namely learning outcomes. Agus (2017); Surahma et. al. (2016); and Novita et. al. (2017). Therefore, the author tries to purify the learning outcomes in the affective domain on the basis of the problem of student attitudes that tend to do hoax news.

The purpose of this study was to describe and analyze the implementation of character-based economic learning which had an effect on improving affective competency of students of class X social science of SHS in East Jakarta in minimizing hoax.

## METHOD

Based on the problems to be studied, this research is classified as descriptive and associative research with quantitative approach. This descriptive research is one form of research that aims to describe the event or the occurrence of variables in the study. The population of this study were all students of class X Social Sciences in Public and Private High Schools in East Jakarta. The population in this study was 1,793 students. Given the size of the population, the sampling is done by proportional random sampling, where the sample will be taken randomly and proportionally (Sugiono, 2012). To determine the number of samples of each class in this study used Slovin formula cited by Umar (2009) as follow:

$$n = \frac{N}{1 + N \cdot e^{-2}}$$

By using the formula above, it can be determined the sum of samples as follows:

$$n = \frac{1793}{1 + 1793(0,01)}$$

Then get the result  $n = 94.72$  students. Rounded to 95 students. Based on the calculation of the sum of samples above, then the sum of research samples of each section is like Table 1.

Data collection by giving or distributing a list of statements (questionnaires) about the implementation of character-based economic learning and student affective competence to the respondent with the expectation of respondents to respond to the list of statements. The list of statements is prepared using a Likert scale. Each question has five alternative answers, among others; Strongly Agree, Agree, Mediocre Only, Less Agree, and Disagree. While teachers' reinforcement among others; always, frequently, sometimes, rarely, and never.

Prior to using the research instrument, trials should first be done to obtain valid and reliable statement items, then tested the validity and reliability test. Test the validity of the statement using the *Correlation Product Moment (Pearson)*. As for the reliability test by using *Cronbach Alpha*. The test validity and reliability test carried out minimal to 30 respondents. For  $n = 30$ ,  $\alpha = 0.05$ . then,  $r_{\text{tabel}} = 0.361$  with criteria: if  $r_{\text{count}} > r_{\text{tab}}$  : the instrument is said to be valid and reliable

if  $r_{\text{count}} < r_{\text{tab}}$  : the instrument is said to be invalid and not reliable.

Data analysis techniques used descriptive analysis and and multiple regression

Questionnaires that have been collected and then scored manually to produce accuracy. Furthermore, in the inferential analysis, first tested the classical assumption or prerequisite test such as normality test, homogeneity test. After the prerequisite test is completed, then the hypothesis test is continued. The analysis used is by multiple regression.

## FINDINGS AND DISCUSSION

### Finding

### Distribution of Student's Affective Competence

The results of statistical calculations, the student's affective competence with indicators the response and competence to build relationships with one self can be said that students' affective competency on the response indicator and competence in building relationships with themselves is in a good category. This means that SHS students in East Jakarta have good self-confidence, responsibility, and honesty.

Then the response indicator and competency to build relationships with others that students have the answers and competencies to build relationships with other people, namely a sense of caring, respect for others is said to be good. Whereas on the response indicator and competence to build relationships with the environment, means that the response and

**Table 1. Sum of Samples each School**

No.	School	Population	Sample
1	SHSS 58	174	$(174:1793) \times 95 = 9$
2	SHSS 105	144	$(144:1793) \times 95 = 8$
3	SHSS 51	182	$(182:1793) \times 95 = 10$
4	SHSS 62	180	$(180:1793) \times 95 = 10$
5	SHSS 104	178	$(178:1793) \times 95 = 9$
6	SHSS 93	142	$(142:1793) \times 95 = 8$
7	SHSS 39	190	$(190:1793) \times 95 = 10$
8	SHSS 48	187	$(187:1793) \times 95 = 10$
9	SHSP Pangudi Rahayu	58	$(58:1793) \times 95 = 3$
10	SHSP Wijaya Kusuma	64	$(64:1793) \times 95 = 3$
11	SHSP Teladan 1	62	$(62:1793) \times 95 = 3$
12	SHSP Trampil 2	70	$(70:1793) \times 95 = 4$
13	SHSP Global Islamic School	96	$(96:1793) \times 95 = 5$
14	SHSP Adi Luhur	66	$(66:1793) \times 95 = 3$
Total		1.793	95

competency to build relationships with the environment that is owned by students in this case students in adapting to the environment, obeying the rules / norms can be said to be good. Then in the response and competency indicators to build relationships with God, this means that on average students have faith and devotion to God Almighty in good categories. Affective competence of SHS students in East Jakarta is categorized as good.

#### Frequency Distribution of the Implementation of Character-Based Economic Learning

Based on the results of data processing, it is known that the variable implementation of character-based economic learning with the indicator preliminary activities based character can be interpreted that in the implementation of preliminary activities by teachers against students categorized as quite good. Furthermore,

on the character-based core activity indicators, that SHS teachers in East Jakarta City are able to apply core character-based activities well. Then in the closing activity indicator based on character that the teacher has implemented the core character-based activities well.

The implementation of character-based economic learning can be the implementation of character-based economic learning carried out by the teacher can be said to be good.

#### Distribution of Teacher's Reinforcement

The results of statistical calculations, the teacher's reinforcement with indicators positive reinforcement can be meaning that the reinforcement of the teacher in the indicator is categorized as still mediocre or it can be said that the teacher still does not provide enough positive reinforcement such as giving a gift, praise for appreciation to students.

**Table 1. Frequency Distribution of Student's Affective Competence in Minimizing Hoax**

No.	Indicator	Strongly Agree		Agree		Mediocre Only		Less Agree		Disagree		Average (mean)	LRA (%)	Answer Category
		<i>Fi</i>	%	<i>Fi</i>	%	<i>Fi</i>	%	<i>Fi</i>	%	<i>Fi</i>	%			
1	Responses and competencies build relationships with yourself	19	20.00	38	40.00	34	35.79	4	4.21	0	0.00	3.76	75.16	Good
2	Repons and competencies to build relationships with others	29	30.53	48	50.53	16	16.84	2	2.11	0	0.00	3.99	79.79	Good
3	The response and the potential to build relationships with the environment	33	34.74	31	32.63	26	27.37	4	4.21	1	1.05	3.96	79.16	Good
4	Responses and competencies build relationships with God Almighty	38	40.00	42	44.21	14	14.74	1	1.05	0	0.00	4.23	84.63	Good
Variable Rate		29	30.53	40	42.11	23	24.21	3	3.16	0	0.00	4.00	80.00	Good

**Table 2. Frequency Distribution of The Implementation of Character-Based Economic Learning**

No.	Indicator	Strongly Agree		Agree		Mediocre Only		Less Agree		Disagree		Average (mean)	LRA (%)	Answer Category
		<i>Fi</i>	%	<i>Fi</i>	%	<i>Fi</i>	%	<i>Fi</i>	%	<i>Fi</i>	%			
1	Preliminary activities based character	28	29.47	41	43.16	22	23.16	3	3.16	1	1.05	3.97	79.37	Good
2	Preliminary activities based character	22	23.16	48	50.53	21	22.11	3	3.16	1	1.05	3.89	77.71	Good
3	Closing activities based character	26	27.37	44	46.32	21	22.11	3	3.16	1	1.05	3.96	79.16	Good
Variable Rate		25	26.32	44	46.32	22	23.16	3	3.16	1	1.05	3.94	78.74	Good

While the reinforcement of the teacher on the indicator of negative reinforcement, the teacher still does not provide negative reinforcement such as giving punishment or punishment or sanction to students who make problems in teaching and learning activities. Still mediocre. It should be improved. That the SHS teacher reinforcement in the city of East Jakarta is in the Moderate category.

Multiple linear regression analysis is used to determine how the influence of independent variables on the dependent variable is the implementation of character-based economic learning ( $X_1$ ) and teachers' reinforcement ( $X_2$ ) on student affective competence ( $Y$ ). The following can be seen the estimated value of multiple linear regression:

Based on the table above can be written the multiple linear regression equation obtained as follows:

$$Y_i = a + b_1X_1 + b_2X_2 + e_i \quad (1)$$

$$v_i = 21,074 + 0,511 X_1 + 0,078 X_2 \quad (2)$$

The equation above can be seen that the constant is 21,074. This means that if the implementation of economic learning is character-based, and the teacher's reinforcement is fixed, the student's affective competency value is 21,074 units. Then the regression estimation value of the implementation variable of

character-based economic learning ( $X_1$ ) is 0.511 units, this means that if the implementation of character-based economic learning is increased by 1, then the affective competence of students ( $Y$ ) will increase by 0.511 units. This means that the increasing implementation of character-based economic learning will also increase students' affective competencies. Partial contribution to the implementation of character-based economic learning ( $X_1$ ) on student affective competence ( $Y$ ) is 0.603 assuming other variables remain.

Furthermore, on the variable teachers' reinforcement ( $X_2$ ) the estimated regression value is 0.078. Can be interpreted if the teachers reinforcement ( $X_2$ ) is increased by 1 unit, then the affective competence of students ( $Y$ ) will increase by 0.078 units. Partial contribution of teacher's reinforcement ( $X_2$ ) to student affective competence ( $Y$ ) is 0.141 assuming other variables remain.

While the determinant coefficient ( $R^2$ ) obtained  $(0.659)^2$  is 0.435. This shows that the implementation of character-based economic learning and the teacher's reinforcement together contribute to the student's Affective competence by 43.5%, while the remaining 56.5% is contributed by other factors not identified in this study. In addition, the level of influence on the implementation of character-based economic learning factors, and the reinforcement of teachers on student affective competence is 65.9%.

**Table 3. Frequency Distribution of Teacher's Reinforcement**

No.	Indicator	Always		Frequently		Sometimes		Rarely		Never		Average (mean)	LRA (%)	Answer Category
		Fi	%	Fi	%	Fi	%	Fi	%	Fi	%			
1	Giving positive reinforcement	18	18.95	27	28.42	27	28.42	14	14.74	9	9.47	3.33	66.53	Medicore
2	Giving negative reinforcement	10	10.53	24	25.26	21	22.11	19	20.00	21	22.11	3.04	60.82	Medicore
	Variable Rate	14	26.32	26	27.37	24	25.26	16	16.84	15	15.79	2.93	61.68	Medicore

**Table 4. Multiple Linear Regression Estimates**

Model	Unstandardized Coefficients		Standardized Coefficients	Partial	t	Sig.	Information
	B	Std.Error	Beta				
1	(Constant)	21.074	3.218		6.549	0.000	
	$X_1$	0.511	0.070	0.609	7.258	0.000	$H_0$ rejected
	$X_2$	0.078	0.057	0.115	1.365	0.175	$H_0$ accepted
a.	Dependent Variable: Y, $R^2 = (0,659)^2$						

The first hypothesis can be seen that  $t_{\text{count}}$  value for the implementation variable of character-based economic learning ( $X_1$ ) is 7.258 while the  $t_{\text{tab}}$  is 1.986. Because  $t_{\text{count}} > t_{\text{tab}}$ , the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. This means that there is a significant influence on the implementation of character-based economic learning on students' affective competencies. So it can be concluded that partially the implementation of character-based economic learning has a positive and significant effect on students' affective competencies.

Furthermore, for the second hypothesis, it is known that the  $t_{\text{count}}$  value for the teachers' reinforcement variable is 1.365 while the  $t_{\text{tab}}$  is 1.986. This means  $t_{\text{count}} < t_{\text{tab}}$  then the alternative hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_0$ ) is accepted. This means that there is no significant influence of teachers' reinforcement on students' affective competencies. So it can be concluded that partially the teachers' reinforcement has a positive but not significant effect on students' affective competencies.

Obtained  $F_{\text{count}} > F_{\text{tab}}$  which is 35,361 > 3,095 with significant level  $0,00 < 0,05$ . This means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. This means that together there is a significant influence on the implementation of character-based economic learning, and the teachers' reinforcement on students' affective competencies.

## Discussion

The Effect Implementation of Character Based Economic Learning on the Affective Competence of Class X Social Science SHS Students in East Jakarta City

Based on the results of hypothesis testing it can be seen that the implementation of character-based economic learning has a positive and significant effect on students' affective competencies. It can be interpreted that if the teacher in the school implements or implements consistent character-based economic learning activities, it will have a tremendous impact on improving students' affective competencies. In broad terms according to the topic of this research, that students will reduce unethical behavior,

reduce behavior that violates norms such as; the habit of saying inappropriate words, hate speech, posting hoax news on social media, and so on. Conversely, if the implementation of character-based economic learning is lacking or not even well implemented, carelessly, then the affective / student attitudes experience decadence, learning outcomes in the affective domain will worsen.

The results of this research support previous research by (Katilmis, et al. 2011; Chau-kiu Cheung & Tak-yan Lee, 2010; and Pipin, Umi, 2016) which states that character education influences knowledge, skills, and behavior in a positive direction toward students' scientific value.

The Effect of Teacher's Reinforcement on the Affective Competence of Class X Social Science SHS Students in East Jakarta City

Based on the results of hypothesis testing it can be seen that the reinforcement of the teacher does not have a significant influence on the affective competence of the students of class X Social Science SHS in East Jakarta. However, the direction is positive. This means that the teacher's reinforcement is not enough to give meaning or change in improving the affective competence of X Social Science SHS students in East Jakarta. Based on the results of the descriptive analysis, the level of achievement of respondents for teacher reinforcement variables was only 61.68%. While the level of achievement of respondents for student affective competence variables is 80.00%. This means that even though the teacher's reinforcement is still lacking by SHS teachers in East Jakarta, it does not cause a decline in affective competence or student attitudes. However, please note that the form of influence shows a positive direction. This can be interpreted that the more often the teacher's reinforcement is carried out, the more likely the student's competence will be even better.

Although the results of this study are not in line with some expert opinions or theories / assumptions / postulates that are still valid today, it is natural. Researchers measured samples in the megapolitan city in this case the city of East Jakarta. Characteristics of students in big cities will not be the same as the characteristics of students in other regions. It is possible that

students in East Jakarta do not really want the reinforcement of teachers to improve their attitudes, affective competencies. However, they are much more demanding of more dominant factors such as the implementation of character-based economic learning, learning independence, parental attention, a more conducive learning environment, and others. This is evident, the implementation of character-based economic learning is able to boost the affective competency of SHS students in East Jakarta

#### The Effect of the Implementation Character Based Economic Learning and Teacher's Reinforcement on the Affective Competence of Class X Social Science SHS Students in East Jakarta City

Based on the results of hypothesis testing it can be seen that the implementation of character-based economic learning has a significant effect on affective competency of students of class X Social Science SHS in the city of East Jakarta. While the reinforcement of the teacher did not have a significant effect on the affective competence of the students of class X Social Science SHS in the city of East Jakarta.

However, both showed positive influence. This means that the more applied economic learning is based on the character of the reinforcement of the teacher in learning activities, the more affective competence of the students of class X Social Science SHS will be in the city of East Jakarta. Conversely, if character-based economic learning is not consistent in its application, and the reinforcement of the teacher is never carried out in learning activities, then the affective competence will worsen the students of class X Social Science SHS in East Jakarta.

The results of this research support previous research by (Derlina sabani, Satria, 2015; Ghufon et. al., 2017; Nurvalah et. al., 2016; Wuryandani et. al. 2016; and Pipin & Chotimah, 2016).

The author is aware of the limitations of the results of this study. This is due to the extent to which the author's knowledge, where there are not many or even not yet specifically, that other researchers previously discussed studies related to "minimizing hoax". This is where our novelty is trying to try to find a problem solving

about "minimizing hoax" in terms of educational aspects. The author believes that "minimizing hoax" is a part or indicator of learning outcomes in the affective domain. Even though the results of this study are far from what was expected by the readers.

#### CONCLUSION

Based on the research that the author did, it can be concluded:

1. Partially the implementation of character-based economic learning has a positive and significant effect on affective competency of students of class X Social Science SHS in East Jakarta. This means that the more consistent the implementation of character-based economic learning, the better the attitude / moral or affective competence of students. Conversely, if the implementation of character-based economic learning is not carried out consistently, then the attitude / moral or affective competence of students will be worse.
2. Partially the teachers' reinforcement does not have a significant effect on the affective competence of the students of class X Social Science SHS in East Jakarta. This means that the high and low teachers' reinforcement does not significantly affect the improvement of students' affective competencies.
3. Simultaneously there is a positive and significant influence between the implementation of character-based economic learning and the teachers' reinforcement on affective competencies of class X Social Science SHS students in East Jakarta. This means that the more improved, continuous, consistent the implementation of character-based economic learning, and the teachers' reinforcement, it is likely to give a better moral change or affective competence.

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