

Education Character of Learning Values from Ideas to Actions

Suprani, *University of Sultan Ageng Tirtayasa, Indonesia*

Apri Wahyudi, *STIT Pringsewu Lampung, Indonesia*

Article Info

Volume 82

Page Number: 7148 - 7154

Publication Issue:

January-February 2020

Abstract:

Education should be able to develop the value of creation, recreation. Aid habituation to think, to behave, and to act to be a good community member, and be a good citizen. The goals of education are to build academic and social curiosity. Therefore, we need strong characters to achieve these educational goals. Education must be arranged with a synergistic system between the concepts and the implementation of employment needs. Education should be done within the framework of long-life education, all as one destination. The process and outcome of education must develop a curiosity, creation of innovation. The proper way is to review the curriculum, so we need to make education reform so that we can build a meaningful education to support the process of building character and national identity which is always going to encourage the Indonesian people to think and act innovatively.

Keywords: *education, character, values, learning.*

Article History

Article Received: 18 May 2019

Revised: 14 July 2019

Accepted: 22 December 2019

Publication: 03 February 2020

I. INTRODUCTION

A student at university, at the same time he has become a teacher in a high school. He has given a question by his lecturer to discuss about character education which lately became a lot of news adorned the mass media. He loudly asked, accompanied by a very clear curiosity about what was meant by government, especially the Ministry of National Education, with "character education".

He revealed the question about what character education would be taught by the government and teachers to students, because so far it has not been taught about character? Even more interesting and some of the questions he raised were about his suspicion of the substance of character education which he feared was actually taken from Western culture. The students' anxiety and questions will actually be answered immediately if he participates in character building and didactic-methodical training (how to) teachers who guide their students

to have character through a pilot project of the National Identity Foundation project entitled "Character Education from Ideas to Action". In this activity modules were developed to ignite the torch themselves in character ownership before lighting other people's torches. Building one's character is a natural process of inside-out and outside-in activities. namely the bottom-up and top-down process of virtue values that were developed which originated from the character, culture, and identity of the Indonesian nation, namely Pancasila. Meanwhile, for the character learning method, the most important thing to be made basic is that the character is not taught, but needs to be familiarized and set an example. Because it is necessary to develop creative methods and 'tutwuri handayani' which gives an opportunity for students or anyone to creatively together with others to find and develop values that become their character and identity.

Other activities that can be used as thoughts in response to questions about character education and

graduate students are the substance of the President's speech at the commemoration of the National Education Day at the State Palace on May 11, 2010. President of the Republic of Indonesia Dr. Susilo Bambang Yudhoyono began his speech by emphasizing that there are five important agendas that must be carried out by the Indonesian people concerning the world of education. Before describing the agenda in the education sector, the President first described several things, among others, about cultural and economic resilience which were the driving force for the resilience of the Indonesian people. The emergence of crises in Indonesia and the world, including the economic crisis which has caused long suffering not only in the economic field, but has also penetrated in other fields. This crisis is very massive because crises that occur in certain countries can quickly infect other countries. Besides acting as a threat to a country, in reality this crisis can also function as an opportunity. Indonesia has tried hard to rise from the crisis and so far we have been able to overcome the crisis. Therefore, in this national Education Day event and afterwards we must be determined to build awareness and act on the basis. Only a nation that has a strong knowledge, skill and character will be able to overcome any obstacles and crises that strike, so that the nation will advance and victorious.

Furthermore, the essence of President Susilo Bambang Yudhoyono's speech is that education for the Indonesian people must become the fulcrum of the nation's development and the State of Indonesia, therefore education must rely on five very basic and important things as targets, namely:

1. Education Must Build Character and Identity

Education must be able to develop value creation, recreation, and habits to think, behave and act as members of good society, as well as being good citizens. Education in accordance with the President's goal is to build academic and social curiosity. Therefore, we need a strong character to achieve this educational goal.

2. Education for Life.

The curriculum must be structured and designed based on students' needs, as well as the country's vision and mission. The applicable curriculum must be oriented to the life needs of individuals and communities of a country.

3. Education Must be Related to the Needs of the Workforce

Education must be arranged synergistically between concepts, implementation and job needs. Education must be carried out within the framework of a lifetime education for all as one of its goals.

4. Education Must Build Knowledge-Based Society

The President in this section stressed the importance of education to build a knowledge-based society. With the development of a society based on science, the Indonesian nation will rise and members of the community think smart, objective, and have high academic curiosity.

5. Education Must Build a Culture of Innovation

The president wants the process and results of education to develop the curiosity of innovation creation. The right way is to review the curriculum, so we need to take steps to reform education so that we can build meaningful education to support the process of building national character and identity that will always encourage Indonesians to think and act innovatively.

The description of the speech record of the President of the Republic of Indonesia is not only answering the questions of graduate students at the beginning of this paper, but nationally it can be interpreted as the start of character education movement for all Indonesian people which will include character education for themselves, families, schools, and all levels of society as a whole. national. This character education movement must become our individual and national needs as citizens of the Republic of Indonesia. From today Indonesia will build its character and national identity, and Indonesia will rise up and prosper, or if not from today Indonesia

will lose its identity. The description of the conditions mentioned above is in accordance with the opinion of Lickona (2004: xxii) which states "We need good characters to lead productive, and fulfilling lives. We need characters to have strong and stable families We need characters to have safe, caring, and effective schools. We need character to build a civil, decent, and just society ". Furthermore, awareness about character education should not only be a concern and need of educators and students, but also includes activists or professions that hold the forces capable of changing the administration of the State. Of the five pillars that influence state administration, namely education. politics, bureaucracy, industry and markets. it turns out that politics has the most power to change the condition of a nation. In the United States, politicians already have concerns about the increasingly urgent needs of character education.

Urgency of Character Education in Nation Development

Looking at the history of the Indonesian people there is something that encourages and makes us Indonesian people that is to have shared ideals, maintain and uphold the spirit of togetherness. Besides that, we also note in the history of the Indonesian people that the reasons that encourage the Indonesian people to form a country are that we value diversity, willingness to sacrifice, have a high spirit, optimism, high commitment, and courage to act. The character of the Indonesian nation like this is easily found in everyday life at the beginning of the history of the Indonesian people to build the country. However, where are we now after 65 years of independence? It turns out that we can also transparently examine in our daily lives today that the disease of society has become epidemic in our midst, namely rampant corruption, the pleasure of self-destructive. Hippocratic or hypocritical nature, and a free lunch mentality. In fact, we are also bombarded by something very basic in building this country, which is that many of us have lost our shared ideals and pride as Indonesians. We have felt the impact of the economic crisis, political crisis,

legal crisis, but have we thought that we are now in a position of character crisis (morals), crisis of fading struggle values, and a crisis of confidence in the meaning of an identity crisis, which in the outcome is a crisis of identity. As for the causes and crises of character and identity, among others, 1) cannot learn from the experience of the nation itself; 2) lulled by excessive natural resources; 3) economic development that is too dependent on the exploitation of natural resources; 4) development is overemphasized with short-term physical development: and 5) mistakenly thought, the material is thought to be able to replace enthusiasm. Thus it can be concluded that referring to the current condition of the Indonesian nation as described above, the urgency of character education at this time is very urgent, because according to Bung Karno (Soemarno, 2009: halaman title) "The Indonesian people must be built by prioritizing character development , if this is not done, then the Indonesian nation will become a coolie nation ". Furthermore, the parameter that we can use to measure the need to act immediately to conduct character education, is the absence of character in the individual as a child of the nation and society as the pillar of the State and nation of Indonesia. Lickona (2004: xxiii) explains "The premise of character education movement is that of disturbing behavior that bombard us daily-violence. Greed. Corruption. Incivility, drug abuse, sexual immorality, and a poor work ethics have a common core the absence of good character ". When it is present in an individual or has become a symptom of society bad attitudes and behaviors such as corruption, greed, bad sex behavior, violence, rampant drugs, from a bad work ethic, etc., then a nation is on the brink, and it becomes a bell sign the need for character education has arrived. If the alarm bells are ignored, the nation will be destroyed.

Concept of Character Education

Character education is not a new activity. Because through the passage of time, character education has been done by humans in various ways and forms.

Basically, the meaning of education itself is an activity that is recognized by humans to achieve the goal of helping learners achieve intelligence and wisdom. So, they become an intelligent and good human being. In relation to character education, the term education is interpreted as a process that has an accumulation of ownership of understanding, attitudes, and actions of good or character. Education is a process that starts from building awareness, fostering sensitivity, intention, insight, knowledge, beliefs, attitudes, and forming good habits.

The concepts that must be applied in character education are 1) character is not taught, but it is habitual, for example we can use steps through the four corridors of character education, namely internalizing values, choosing good values, getting used to, and being role models; 2) educating characters must include all components related to students together; 3) in the process of education must consider the atmosphere of learning, learning processes, teaching materials, and evaluation of learning. 4) character education is a never-ending process.

Character Education in the Curriculum

Character education must encompass the realm of formal, informal and non-formal education, as well as what we must agree on together is that character education is our responsibility to be colored. The curriculum is a plan and program that is arranged to face the challenges of cultural and technological development in a certain period in accordance with the challenges of the era. Character education is intended to build the quality and wisdom of humans to be able to live in their time, while understanding the curriculum is intended to prepare people in the era of technological culture in their day. Thereby entering character education into curricula at the level of formal, non-formal education or perhaps in the level of informal education (hidden curriculum). But with the inclusion of character education in the curriculum, it does not mean that there are new subjects as a consequence, because character education is not taught but is accustomed to.

Character education based on the compiled syllabus must be included in each subject, so learning values and character attitudes are integrated in all subjects. Students are not taught the value of virtues (virtues) but are invited to experience, feel, have, act, get used to acting, and set an example in the value of certain characters and subjects taught by the teacher.

Character and National Identity

Arranging a definition should comprehensively be able to describe the full understanding of the word. Through a long process of reflection, Soemarno developed a definition that we can hold on to the character of the nation as follows. "Moral values that are engraved in us through education, experience, experimentation, sacrifice, and environmental influences, become intrinsic values manifested in a fighting system that underlies our thoughts, attitudes, attitudes and behavior". Meanwhile, the national identity within the national identity community or YJDB defines it as "who we really are. Identity is human nature; our true selves are from God. If we question the similarity of the definition of the two, then the difference in definition itself is a lesson for the deepening of character and identity for the benefit of national education. Steps towards a common understanding of the two will be the task of the Ministry of National Education for the efficiency and effectiveness of the implementation of further education. Until now, understanding about character and how to educate or teach it still needs to be conveyed or communicated together, as well as about identity in the position of national identity, there are still many people who still doubt that Indonesian identity is Pancasila.

Strategy for Implementing Character Education

In realizing the concept of character and national identity in a deep and equitable manner, it has been believed that education is fertile ground for instilling awareness, attitudes, and actions in accordance with the noble values and virtues of the Indonesian nation. We have often heard or read that Slamet Imam Santoso stated that "character building is the main goal of education", as well as Herbert Spencer

explained that Education has its object, the formation of character "(Soedarsono 2004: 40). The remaining problem is the question of the "how to", or how to teach it. The Pilot Project that is being carried out by YJDB has been given valuable reasoning on how to educate characters in schools, namely by applying a creative approach that offers a learning process that pleases students, and the results lead to increased student competency, increased intelligence, as well as ownership and action of their character is increasing and accustomed. The following are examples of indicators of the success of a character education process at the formal (school) level, while for informal and non-formal levels it is clear that the indicators will be different.

1. General Atmosphere.

The atmosphere of social life at school will be more joyful. Students will feel the school as a second home that gives them a sense of security and comfort. The learning atmosphere is more fun. Schools will be cleaner, more beautiful. Students are more able to lead themselves (arrive on time, dress neater, keep promises). The more honest students are, cheating and cheating habits will be reduced. Anti-social behavior (aggressiveness, fighting, frivolity) decreases, pro-social behavior (mutual respect, mutual assistance, solidarity, generosity) increases. All members of the school community have good words. Students have resistance to negative environmental persuasions (drug trafficking, etc.). The spirit of thinking is higher, the achievements of students and schools in all fields are getting better, all members of the school community (students, teachers and principals) are more creative. The number of students experiencing problems decreases.

2. Various Other Indicators.

Increased achievement of students and schools in various fields. Reduced violations of school rules. Students behave as polite and orderly citizens outside of school. Reduced students cheating. The rate of loss of objects is reduced. Students are more

courageous to say true, students are more willing to accept other people's opinions. Students are more willing to appear and ask questions. Students are more actively involved in the learning process (diligently asking questions, dare to give opinions). Students are used to speaking good words. Increase the number of *infaq* donations. The school environment is getting cleaner. The awareness to plant and care for plants and other school assets is getting higher. More student work can be displayed. In madding, students are more active in providing new alternatives in solving problems. The ability to sing national compulsory songs increased, following the flag ceremony with discipline and wisdom. There are no gangs or groups. Increasingly proud of domestic products. Students do the assignment or homework well. Students understand their assignments as pickets and work earnestly, enthusiasm for learning increases. Activities looking for sources of learning outside of school are increasing. Students and teachers increasingly visit the library to read and borrow books. The level of student problems is reduced. Increasing the number of students who consult. More and more students are doing experiments / research / experiments. More and more students are involved in creative activities. Students find it easier to work together in teams. Students value diversity more. Student confidence increases. Students can express their life's ideals. The enthusiasm of students for, becoming the student council president, class president, increased. The student council is going well. The enthusiasm of being a ceremonial officer increased. Fewer students are late. More and more students are willing to contribute to charity work. The honesty canteen continues. Report loss is reduced. No more fights between students. The loss of the tendency to look for scapegoats, students are more willing to help friends, both in terms of learning and outside the lesson. More and more students are involved in social service. Increased interest in becoming class president more and more students are participating in religious activities. Increasing understanding and appreciation of the

culture of the archipelago. Strengthening the pride as sons and daughters of Indonesia. Reducing exclusive groups. Increased understanding of Indonesia's history in the midst of world history. Increase the safety of the challenges facing the Indonesian people in the future.

PROBLEM

How to character education in learning virtue through ideas and actions

PURPOSE

To Familiarize the value of virtue as the implementation of character education from ideas to concrete actions

METHOD

This research method is a case study

II. RESULT

The result of the research can be described related to the moral such as religious, cultural, and educational values. The religious value of the Banten's folklore reflect the existence of the literature itself It is a total devotion of a human in forwarding the prestige and self-esteem of the humanity. According to Nurgiantoro (2000:328) a religious person is an individual who is trying to comprehend and experience to the full of life. Moral values in religion show more about the institution and devotion to the One God with an official rule. Religion is a natural tendency of the human with his or her faith to sooth the restlessness, and is able to achieve the spiritual regularity and faith to the Almighty Creator. According to Nurdin et al (2001 :22) religion, as a natural tendency, build a faith that religious the one and only way to fulfil the demands of human beings become the leader in delivering their faith and solve people's problems. Ustadz Wahid, the name of the figure, can give many kinds of solutions and honestly tell anything as a witness and a fair judge, including to the value of their religion; 3) Faithfull to the God, faith can be

describe in other member of society; 4) moral values related to the good and bad behaviours or manners as the foundation of human and society life. Thus, making policy values from ideas to concrete actions.

IMPLICATIONS

If in the development of character education arrive at a different understanding, all stakeholders should have the opinion in terms of having the urge to equalize perceptions through routine meetings. so that if there are recent developments or findings based on research can be jointly developed. Besides that, it can also be carried out activities of exposure, training, and workshops on an ongoing basis in the interests of raising character ownership and character. The Ministry of National Education has a strategic function to develop and improve the character education of individual communities and nations. While the role of social networks will have a strategic meaning as an active actor who can reach character education at the formal, non-formal or informal level.

III. CONCLUSION

Character education a virtue value from ideas to concrete actions, so that it can be emulated by students.

REFERENCES

1. Barus Valentino, et al. 2010. Folklore. Jakarta: Lestari Kiranatama Ministry of National Education. 2003. Law No. 20 about the National Education System of the National Education System. Jakarta
2. Ministry of National Education. 2011. School Based Curriculum of Gelam District Integrated Campus of Junior High Schools: Unpublished.
3. <http://Qokolelonokosti.wordpress.com/> 2009/10/28 / ka 1 yasastrag according to the theoretical Abrams (19. 10)
4. Kosasih E. 2003. Grammatical and Literary Competence. Bandung: Yrama Widya.
5. Kosasih E. 2008. An Appreciation towards Indonesian Literature. Jakarta: Nabel Edumedia

6. Kosasih E. 2011. Classic Literature as the Media of Ejective Character Education Development. Bandung: UPI
7. Latif. Abdul 2009. Corn Community Based Education. Bandung: Reiikalkditarna
8. Mulyana, Yoyo. 2011. Character Education: From Ideas into Action. Serang: a paper presented in Character Education Seminar
9. Nurgiantoro, Burhan. 2000. Theory of Studying Fiction. Yogyakarta: Gajah Mada
10. Nurdin, Muslim, et al. 2001. Moral and Islamic Cognition. Bandung: Alfabeta
11. Sagala, Syaeful. 2009. Concept and Meaning of the Instruction. Bandung: Alfabeta
12. Widia, 2010. Literature Works. Jakarta: Rineka Cipta.
13. Borba Michele. 1999. Parent Do Make a Difference San Francisco Josse Bass, A Wiley Inprint
14. 2001. Building Moral Intelligence, San Francisco: Josse Bas, A Wiley Inprint.
15. Lickona, Thomas. 2004. Character Matters. New York: Touchstone
16. Ryan, Kevin and Karen E. Bohljl. 1999 Building. Character in Schools Jossey Bass, A Wiley Inprint.
17. Soedarsono, Soemarno 2009 Characters Lead the Nation and Dark to Light. Jakarta: PT Flex Media Komputindo.