

CHARACTER EDUCATION IN INDONESIA

Concepts and Applications in Primary Schools



**PROGRAM STUDI PGSD
FAKULTAS ILMU PENDIDIKAN
IKIP PGRI MADIUN**

CHARACTER EDUCATION IN INDONESIA: Concepts and Applications in Primary Schools

Conference Proceedings

Implementation of Character Education in Primary School

IKIP PGRI MADIUN, June 9th 2015

Reviewer & Editor

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**PROGRAM STUDI PENDIDIKAN GURU SEKOLAH DASAR
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IKIP PGRI MADIUN
2015**

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A Word from Editor

After the turn of twenty-first century the world nations have endeavored to reshape their education systems by introducing and nurturing character education. Good character education will create positive school cultures, reduce discipline referrals, increase academic achievement for all learners, develop global citizens, and improve job satisfaction. Character education helps young generation become responsible, caring, and contributing citizens. To become a part of global society, Indonesia needs to continually and systematically put effort in developing and strengthening a belief that there is no better future without developing and strengthening the character of the Indonesian people. Character education is imperative in Indonesia. Indonesian government has stipulated at least 18 positive characters that must be developed into Indonesian generation. Yet, how to implement character education is a question that demands clear and promising answers.

The international Seminar "Implementation of Character Education in Primary School" conducted at IKIP PGRI Madiun, June 9, 2015 has conveyed scholars to deal with character education in Indonesia from theoretical and empirical approaches. Many enthusiastic theorists suggest that characters education should be implemented in all subject studies in all school levels, so that it will become a more systematic rather than partial. Empirical research in character education in schools has indicated positive correlation between the implementation of character education and student morale, student learning, and student achievement. For successful implementation of character education, the schools need to take a leadership role to involve school staff, parents, students and community members to identify and define the elements of character they want to emphasize. The schools also need to provide training for staff on how to integrate character education into the life and culture of the schools. They also need to provide opportunities for school leaders, teachers, parents and community partners to model exemplary character traits and social behaviors within and out of the schools.

Some issues need to be addressed in relation to the government and society support in the implementation of character education, particularly in schools that still face difficulties in bearing the mandate of implementing character education due to the limited resources and the current tasks to be performed. Future research in character education needs to address some methodological issues to produce a more comprehensive and rigorous results. Overall, the writers in this proceeding have provided illuminating ideas and showed promising results in dealing with character education in Indonesia.

Forwards

The great gratitude is always served to the Mighty Allah, with whose decision the international seminar entitled *"The Implementation of Character Education in Primary Schools"* could be carried out successfully; which brought about a betterment for the intellectual development of the participants.

The seminar was mainly held to improve the academic atmosphere, where the participants stood a chance to get new information, knowledge and skills, which at last could improve the academic awareness of all participants. International waves of information could not be recognized and even handled when the world community do not have such awareness. It proves that the seminar is mostly useful for all of the participants, as the agents of development.

For all which have been served as best moment, I, the Rector of IKIP PGRI MADIUN owe gratitude and apologize to all parties who have taken a part in the preparation, execution and follow-ups of the seminar. I hope that the efforts of seeking betterment can be continuously held for the sake of the development of our academic awareness.

Madiun, June 09, 2015

Rector

Dr. H. Parji, M.Pd.



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PART ONE
THEORETICAL FOUNDATIONS

THE IMPLEMENTATION OF CHARACTER FORMATION IN SOCIAL STUDIES LEARNING IN ELEMENTARY SCHOOLS

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Abstract

The Ministry of Education and Culture (MoEC) has enacted the application of character education in every level from elementary school to university. This is because recently, our education succeeds less in producing generation having good personality. Character education is implemented through all subjects, including social studies. The position of social studies is unique in that it must prepare and educate students to live and understand their world, in which their personal and social qualities are very crucial. The developed values in character education are: (1) religious, (2) Pancasila, (3) cultural, and (4) national education purposes. In social studies, a teacher must drive students to actively obtain certain values. Through social studies, students are directed to become democratic and responsible citizen and also world citizen who love peace. The subject of social studies is designed to develop knowledge, understanding and analysis ability of social condition in entering the dynamic societal life.

Keywords: character formation, learning, social studies, basic education

Introduction

The commencement of Constitution 1945 as the highest law in Indonesia gives a mandate to the government to organize and implement a national education system based on strong faith and fear of God and good attitude in order to support the life of nation.

In educating the life of nation in accordance with the commencement of Constitution 1945 in 4th paragraph the government has to organize educational program and formulate it in the national education. The aim of the national education has been stated in the 2003 National Education system Law No. 20. The goal is to develop ability, form the character, and develop student's potential in order to become someone who has strong faith and fear of God and glorious morality.

is healthy, intellectual, competent, creative, independent and democratic citizen with responsibility.

The national education system law should make us realize and understand the essential of education. It states that "education is a conscious effort and planned to actualize studying condition and process of learning in order that students actively develop their potential to have spiritual power, self-control, personality, intelligence, glorious moral and skill". In 1920, Ki Hajar Dewantara expressed his idea that education is basically to humanize human in developing human standard and dignity optimally (Dantes, 2011). The needed situation in our education is principles based on family, charity, empathy, love, affection and appreciation to each member.

This education is a character education which helps students in developing their personality, physical and mental health, and perspicacity, and also becoming a useful community member. Furthermore, the guideline of character education implementation (MoEC, 2011) states that character education is aimed to form the powerful nation, competitiveness, glorious morality, tolerance, and patriotic soul developed dynamically and scientifically and technologically oriented, which all are powered by belief and faith in God based on Pancasila. Character education has purposes to (1) develop basic competence to have good emotions, good thinking and good attitude, (2) strengthen and develop multiculturalism nation, and (3) increase competitive national civilization in the world association. Character education is done through several sectors, like family, educational unit, civil society, politics, government, business world, and mass media, society, nation and country.

Based on the purpose of national education, the ideal education unit has important attitudes covering spiritual attitude (faith and fear to God), and social attitude (good attitude, being healthy, independent, democratic, responsible), science (having knowledge) and skill (skillful and creative). Unfortunately, our education can only pass graduates with low level of intellect. Many school graduates have high score, are smart, and brilliant but unfortunately, many do not have good behavior and good

personality (Amillah, 2011). These can be indicated by many emerging issues in our society such as corruptions, violence, bullying, mass fights, drug abuse, consumerism, and not productive in politic.

These phenomena clearly cause distress in people. What is the consequence if this country has many smart people intellectually but not mentally and in attitude? It is often said that, there is no correlation between high score obtained schools and attitude in society. As a result, smart figures manipulate lay people and suppress weak people. Due to this issue, since 2010 the government through the Ministry of Education and Culture (MoEC) has planned to apply character education in every level of education starting from elementary school to university. This program was initiated because currently our education seems less successful in delivering good personality to the national generation.

The application of character education at all level of educational institutions is done through all subjects, one of which is social studies. The social studies are unique because we must train and educate students to live and understand their world, where personal and social quality of someone is crucial. According to A.K. Ellis (1991), there is a strong reason behind social studies subject i.e., it gives students place to learn and practice democracy. Social studies are planned to help students explain their "world" and are medium to develop students' personality in positive way. Social

studies can help students to develop the fundamental understanding of history, geography and many other studies as well as to increase their sensitivity to social problems.

By character education in social studies, students are expected to master social studies so that they are ready to live and face social issues and problems by persistently holding supreme characters.

Method

This research used qualitative research, content study of documents. M. Iqbal Hasan (2002) stated that document study is a technique of data collection that is not directed directly to the objects of research, but via documents. Documents may be in the form of diary, private letter, reports, meeting minutes, special note, and others. All documents are treated equal depending on the main topic of research. We used documentation method to collect data from written materials, such as magazine, books, Law, meeting minutes, diary, and others (Arikunto, 2010). The researcher identified topics and themes in books, magazines, articles of papers, journal, internet, and others related to the topic of study.

The data collected, in the form of words and pictures, not numbers, were analyzed descriptively. A descriptive analysis tries to extract the meaning and the apparent themes from the words and pictures that will become a key to answers of the study (Arikunto: 2010). So, this research report is comprised of quotes to describe the phenomena being studied.

Results and discussion

Indonesia is has so many human resources. By education, people can be trained to become quality human

resources and make Indonesia proud, as mandated by Indonesian constitution 1945 where Pancasila is a basic and life pattern of Indonesian people. One of the missions is written in the Outlines of State Policy (GBHN) that sets out the system and democratic national education climate and quality to strengthen standing personality, creativity, innovativeness, nationality awareness, perspicacity, health, discipline and responsibility, skills, and mastering of science and technology in developing human quality in Indonesia.

By the national educational system operated well, Indonesia would become a developed country. The Constitution 1945 mandates the government to organize and operate one national education system to increase faith and fear of God and prestige personality in order to educate the life of nation.

Indonesia needs human resources in the amount and good quality as main supporters of the nation building. This is in line with the statement of the Law of National Education System 2003, stating that national education aims to develop the ability, form character, and develop prestigious society in the form of making people intelligent; aims to develop students potential to become a person of belief and fear of God, of having high personality, healthy, having knowledge, skills, creativity, independence, and to become democratic and responsible society.

Based on the purpose of national education, character education is needed in Indonesia. So, through the MoEC, the government plans to enact character education in every levels starting from elementary school to university.

The importance of character education application in educational unit is empowered by some research that shows that the success and failure of someone in every aspect of life is not only based on the technical knowledge and capability but also based on personality and behavior. Research at Stanford University concludes that 87.5% people reach their success because of their attitude and 12.5% of their academic ability (Mardiansyah and Senda, 2011). Similarly, research from Carnegie Technological Institute found that of 10.000 of successful people, 85% are successful because of their personality and 15% of their technical ability. In addition, research by Dr. Albert Edward Wiggam in (Mardiansyah and Senda, 2011) also found that among 4000 people who lose their job, 400 people (10%) do so because of their technical ability and 3.600 (90%) because of their personality.

The results of these studies are very interesting; in fact the main factor of success and failure in life (job) is the personality of the person. This suggests the importance of implementing character education in educational unit to form character or attitude of the students not only in the knowledge but also the skill.

Character education consists of two words: character and education. These two words have different meaning and purpose, but if combined, they denote spirit in self-power to change student's attitude. In the Indonesian Dictionary (MoEC, 2010), education is a process to change the attitude and behavior of someone or group through learning and training. Whereas according to the Law of National Education System 2003, education is a conscious effort and planned to make teaching and learning

process and make students active in developing their potential to have religious and spiritual power, self-control, personality, perspicacity, good attitude and skills, and in society, national and country. So, education means a process in training, building, maintaining students or whoever to become well-mannered people, intelligent, creative, and useful for them, family, society and the nation.

According to the Indonesian Dictionary character means spiritual characteristic, moral or good attitude that make someone different from each other. According to Munir (2010) character is a form of opinion, attitude or action of someone that is strong and difficult to be lost. Sudewo (2011) says that character is a compilation of good attitude that becomes a habitual activity as a conscious realization to do the act, function and duty in bearing a mandate and accountability.

The implementation of character education in school must hold on the basic value of character, and then developed to be values that are appropriate within requirement, condition and school area. According to psychological experts (MoEC, 2010) some values of basic character are a love of God and His creation, responsibility, honesty, respectful and well-mannered, love affection, caring, cooperation, confidence, creativity, hard work, persistence, justice and leadership, kindness and modesty, tolerance, love peace, and love coalescence. Another opinion stated that human basic character include trustworthy, sense of respect and attention, caring, honesty, responsibility, citizenship, sincerity, bravery, diligence, discipline, visionary, fairness and having identity.

Character education teaches not only the right one but also the wrong

one. Moreover, it invests the habit of good things to the students so that they understand which one is right and wrong (cognitively), are able to feel the right one (affectively) and used to do it (psycho-motoric). In sum, a good character education must invoke not only moral knowing but also moral feeling, and moral action. Character education emphasizes on habits

continuously to be practiced and done (Mol/C, 2011).

The values developed in character education are identified from many sources, such religion, Pancasila, Culture and national education purpose (Alandi, 2011). These values can be seen in the Table 1

Table 1 Values and Description of Character Education

No.	Character Values	Description
1.	Religion	Opinion, statement and action of someone always based on divinity and/ or religion values
2.	Honest	Behavior based on an effort to make a person as trustworthy in statement, action and work
3.	Tolerant	Act of respect for the different religion, ethnic, group, opinion, attitude and different action from other people
4.	Discipline	Showing action in order and obedient to every law and regulation
5.	Hard working	Action of showing true effort in solving study problem and duty truthfully
6.	Creative	Act and do something to produce the way and new product
7.	Independent	Action of never dependent on others in finishing the duty
8.	Democratic	The way of thinking and acting similar between rights and obligation of themselves and others
9.	Curiosity	Always act to make effort to know deeper and wider from something they learn, see and heard
10.	Nationality	The way of thinking, acting and having a concept to place national importance above self-importance or group
11.	Love of nation	The way of thinking, acting and doing that shows loyalty, caring and high appreciation to national language, physical surrounding, social, culture, economic and politics
12.	Appreciate achievement	Act to push themselves to produce something useful to society, acknowledge and respect other person achievement
13.	Communicative	Action of showing happiness in conversation, commune and cooperate with others
14.	Love peaceful	Action and statement that make others feel happy and safe in the existence of themselves
15.	Delight in reading	Habit to prepare time to read every reading that make righteousness to them selves
16.	Care of environment	Always act to make effort to prevent the damage in natural surrounding and develop efforts to repair natural damage that have already happened
17.	Social caring	Act of always want to give help to others and society needed
18.	Responsible	Act to do the duty and obligation they should do to themselves, society and surrounding (nature, social and culture), country and God

Although the 18 values of national character have been formulated, there is a possibility that teachers and educational unit add another character based on characteristic of learning activity. The choosing of those values begins from the importance and the condition of every educational unit that is done through a context analysis. So, the implementation of developing character values such as character value in social studies might be different from one education unit to another.

Roberta Woolover and Kathryn P. Scoot (1987) formulated 5 perspectives in teaching social studies, which are interrelated. They are:

1. Social studies is taught as inheritance of citizenship transmission
2. Social studies is taught as social education
3. Social studies is taught as reflective inquiry
4. Social studies is taught as the development of students personality
5. Social studies in taught as the process of making a decision and rational action

The purpose of social studies education in elementary school is to develop knowledge and basic skill of students that are useful to daily life. Social studies have a close relationship with Indonesian nation building and also global society. Social studies must be seen as an

important component from entire education to students. It has significant role to direct and guide students in democratic values and actions, understand themselves in current life context, understand responsibility as a part of global society.

Students need knowledge of their own world and the broad world. Students need to understand things related to their personality, environment, past time, present and future. The importance of interconnectedness of social studies content, skill and learning contexts can help us develop strong social studies in social inquiry. The skills that need to be developed in social studies include (1) skill to get and process the data, (2) skill to deliver the opinion, argument and story, (3) skill to organize new knowledge, and (4) skill to participate in a group.

In relation of social studies values, a teacher must push students to be active to act based on good values. A teacher needs to motivate students to have good attitude. It is very important to teacher to push the students to have good attitude because by creating experiences in the class, the students are hoped to do gods attitude in their daily life.

The purposes of social studies for grade 1 to 6 are formulated in the graduate standard competences that must be mastered by students of elementary school/Islamic elementary school. They are:

1. Understand self-identity and family, and also bring respectful attitude in a complex family.

2. Describe the place and the act of family member and neighborhood, and also cooperate between both.
3. Understand history, natural facts, and different ethnics of society in regency and province.
4. Know natural resources, economic activity and technology complex in regency and province.
5. Appreciate various archeology and national figure, ethnic differences and economic activity in Indonesia.
6. Appreciate heroes figure in preparing and maintaining Indonesia's independence.
7. Understand the development of Indonesia's area, social country condition in Southeast Asia and also the continents.
8. Know the natural symptom happened in Indonesia and neighboring countries, and also can do some actions to face natural disasters.
9. Understand Indonesia's action in the global world.

Social studies in elementary school consist of Geography, History, Sociology and Economy. Through social studies, students are directed to be a democratic Indonesian member of society and responsible as well as world citizen who love peace. Social studies subject is designed to develop knowledge, understanding and ability to analyze social condition in entering the dynamic of social

life. It is arranged systematically, comprehensively and harmoniously in the process of learning and success in life society.

As we know that knowledge is the simplest cognitive action, using certain terms. These terms must be ready to be recalled from students' memory. To make the terms easy to remember and recalled, they must be the connected with the students' world. Some ways to do it include mnemonic, making web, graphic organizer and causative results.

To train the highest cognitive level one might use an inquiry approach. Inquiry learning is a teaching to help students to test questions, issues or problems faced by students and directed by the teacher. Inquiry can be done by experimentation, library research, interviews and investigation.

Conclusion

The National Education System 2003 stated that "education is a conscious effort and planned to produce teaching and learning condition in which the students can develop their potential actively to have spiritual power, religion, self-control, personality, perspicacity, good attitude, and skillful." To implement the purpose of national education, government MoEC planned to apply character education at all levels starting from elementary school to university. This enactment is because education in Indonesia seems less successful in forming nation generation to have standing personality.

The application of character education at all levels is done through all subjects; one of them is social studies. The position of social studies learning is

unique because it educates students to live and understand their world, where their personal and social qualities are very important. The developed values in character education are based on religion, Pancasila, culture, and the national education purposes. In social studies, a teacher must push the students to actively behave in accordance with appropriate values. It is important for teachers to push students to have good attitudes and experiences in the class, and to expect students to do good attitude in their daily life.

Through social studies subjects, students are directed to become democratic Indonesia citizen, responsible with and world citizen who love peace. This subject is designed to develop social awareness in entering dynamic social life.

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