

## BUILDING CHARACTER EDUCATION THROUGH THE CIVILIZATION NATIONS CHILDREN

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### Abstract

Pendidikan Karakter atau Budi Pekerti dapat dimaknai sebagai pendidikan nilai, pendidikan budi pekerti, pendidikan moral, pendidikan watak yang bertujuan mengembangkan kemampuan peserta didik untuk memberikan keputusan, baik memelihara apa yang baik dan mewujudkan dan menebarkan kebaikan kedalam kehidupan sehari-hari dengan sepenuh hati. Tujuan pendidikan karakter secara umum adalah untuk membangun dan mengembangkan karakter peserta didik pada setiap jalur, jenis, dan jenjang pendidikan agar dapat menghayati dan mengamalkan nilai-nilai luhur menurut ajaran agama dan nilai-nilai luhur dari setiap butir sila pancasila. Fungsi pendidikan karakter yaitu menumbuhkembangkan kemampuan dasar peserta didik agar berpikir cerdas, berperilaku yang berakhlak, bermoral, dan berbuat sesuatu yang baik, yang bermanfaat bagi diri sendiri, keluarga dan masyarakat.

**Keywords:** *Karakter, Pendidikan, dan Nilai.*

### preliminary

The term character used specifically in the context of the new education emerged in the late 18th century, and for the first time coined by German pedagogue FW Foerster. This term refers to a spiritual idealistic approach to education which is also known as normative. However, the actual character education has long been a core part of the history of education itself. Birth of education can be regarded as an attempt to revive the spiritual deal which had been lost buffeted by the waves.

Education as a system that aims to educate the children of the nation, today faced with increasingly complex issues and required to be resolved so that the issue is not mounting that result in the disruption of the educational process. The idea of superior nation-building has actually been around since the independence of the Republic of Indonesia which was proclaimed on August 17, 1945. President Soekarno declared the necessity of nation and character building as an integral part of nation-building. He realized that the character of strong people plays a major role in achieving the success and progress of the nation (Jacob, 1988).

But the real concern of the nation-state and the state in the globalization era. The noble values of the high-charged ethics or morals or manners inherited from ancestors destroyed just when watered by global and taken also by the very pace with the global trend. Noble values that are passed through the culture, poured the remains of Pancasila and elaboration imbued with noble values of religion seem less give the former in the personality of the nation.

The importance of developing the character /character of the nation has been recognized by the government. Law No. 17 of 2007 on the National Long-Term Development Plan (RPJPN) from 2005 to 2025, and a presidential instruction Republic of Indonesia Number 1 Year 2010 on the Acceleration of the Implementation of National Development Priorities in 2010, is an important basic law that the government is very serious to build character / the manners of the nation. The government is now determined to awaken the character/character of the nation as one of the main focus of national development.

## **Discussion**

### **1. Definition of Character Education**

Character/character of the nation is a unique characteristic that is becoming a distinguishing element between one nation with another nation that is a mix of character/character of all citizens. Character Education can be defined as values education, character education, moral education, character education that aims to develop the ability of learners to give a decision, either maintaining what is good and to realize and spread kindness in everyday life with a vengeance (Amin, 2011).

Character education is a system of cultivation of character values to the school community, which includes knowledge, awareness or volition, and actions to implement these values. kind of god almighty one, ourselves, others, the environment, or nationality.

According to Dr. Martin Luther King, namely; Intelligence plus character... That is the goal of true education (intelligence character ... .. is the ultimate goal of real education) (Muslich, 2011).

### **2. The purpose and function of Character Education**

There is also the goal of character education in line with the Constitution of 1945 section 3 (3): "The Government shall manage and organize the systems of national education, increased right faith and piety and good character in the context of the intellectual life of the nation, which is governed by the Act. "

In Act No. 20 of 2003 on National Education system laid down in Article 3: "National Education aims at developing students' potentials to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become citizens of a democratic and responsible

Based on these commitments formulated the general purpose of education is the character.

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- a. To build and develop the character of students in each track, the type and level of education in order to be able to live and practice the noble values according to religious teachings and noble values of each item precepts of Pancasila.
- b. To improve the quality of the implementation and outcomes of education that leads to the achievement of high moral character education and learners as a whole, integrated and balanced. The function of character education is to develop the basic capabilities learners to think smart, who have a certain behavior, morals, and do something good, that benefit themselves, their families and communities.

### 3. Building Character Nations Children Get Creative

How to build creativity/character is through:

- Education and training (such as soft skills, *entrepreneurship*)
- Formal education and non-formal
- Digging knowledge and skills of successful people
- Mingling in the neighborhood of people who excel / smart

### 4. Through Character Education Informal education, Formal and Non-Formal

#### a. *Informal education*

*"Informal education is the path of family education and the environment."* Law No. 20/2003, Article 1 (13). Before school, education was first given to children that education in the family. Once children aged 6/7 years before put into early childhood. But the family is a very decisive role in the child's character. In this case, the mother is the primary role, because mothers who gave birth, very close to the child, the most affectionate with children. Compassion is an important role in the formation of character. Because the wise parents should pay attention to the needs of the child they love.

#### b. *Formal education*

Character education is very effectively applied in formal education. Character education in schools did not have to prepare a new curriculum, the curriculum of character education, character education or moral character can be included in the main points of discussion.

In the process of learning in the classroom, learners uncover the potential in him, should know their talents and interests, should know the state of physical and spiritual, etc. Learners should also be able to direct themselves, and learners are required to be able to manifest itself well in the environment. In accordance with their

talents, interests, abilities and characteristics personality. Hendaknya did without coercion and without dependence on others.

The teacher's role is very important in the formation of character. The duties and responsibilities of the teacher are to educate and teach, which helps learners reach maturity. In the process of learning, teachers as well as tutors. So, to be able to perform this task effectively, teachers should understand all the personal aspects of learners both physically and psychologically (Prayitno, 1975).

c. ***Non-formal education***

*"Non-Formal Education is education outside formal education pathways that can be structured and tiered. "(Act No. 20 of 2003 on National Education System, Article 1 (12).*

Non-formal education is actually provided to the public as a substitute, enhancer and or complement formal education. Includes Life skill education, early childhood, Youth Education, Women's Empowerment, vocational education and equality education in the form of courses, study groups, studios, etc.

Besides the characters can be built-in class can also be built through extracurricular activities at school. Such as the Students' Union (OSIS), Student Executive Board (BEM), Student Legislative Council (DLM), Scouts, Student Regiment (MENWA), Campus Propagation Institute (LDI), Sports. Art, Student Cooperative (KOPMA), etc. Leadership training is a way to establish a leadership cadre that is disciplined, responsible, and how to organize a good directed by the supervisor. Keteladan supervisor is very influential on the development of learners and character development of students, because of direct experience in the organization.

## **5. Government steps in Character Development**

- a. Internalize the character education in educational institutions.
- b. The Vital Role of Youths in character building

Three important roles of young people in the development efforts of national character are as follows:

- Youth as builders back positive national character. The essence of this role is the willpower and commitment of young people to uphold moral values above interests at the same moment a collective effort to internalize it in activity and daily activities.

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- *Youth as an enabler code. The rebuilding of the nation's character certainly will not be enough if it is not done continuously empowerment so that the younger generation is also required to take a role as an enabler of character. The shape of thumb is a strong willingness and desire of young people to become role models of a positive development of the nation's character.*
  - *Youth for engineering in line with the need for adaptivity competitiveness to strengthen the resilience of nations.*
- c. enhance the nation's competitiveness in the form of advances in science and technology.
  - d. Using the mass media as a channel development efforts of the nation's character.

(Hamalik, Oemar, Tohirin, Umar, and Mahmud, 2007)

## CONCLUSION

Character Education / Budi Character can be defined as values education, character education, moral education, character education that aims to develop the ability of learners to give a decision, either maintaining what is good and to realize and spread kindness in everyday life with a vengeance.

The purpose of character education, in general, is to build and develop the character of students in each track, the type and level of education in order to be able to live and practice the noble values according to religious teachings and noble values of each item of Pancasila (Hidayat, 2009).

The function of character education is to develop the basic capabilities learners to think smart, who have a certain behavior, morals, and do something good, that benefit themselves, their families and communities.

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