The Importance of Characters Education for Students in Teaching Learning Process

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ABSTRACT

Salah satu upaya untuk meningkatkan mutu pendidikan di sekolah ialah dengan cara memperhatikan kualitas proses belajar mengajar. Berbagai konsep dan wawasan baru tentang proses belajar mengajar disekolah telah mengalami perkembangan seiring dengan pesatnya ilmu pengetahuan dan teknologi. Pendidikan karakter adalah gerakan nasional mewujudkan sekolah yang membina generasi muda yang beretika, bertanggung jawab dan peduli dengan keteladanan dan pengajaran karakter yang baik melalui penekanan pada nilai-nilai universal yang kita semua miliki. Pendidikan karakter tidak hanya diajarkan di sekolah, tetapi juga perlu diajarkan lebih lanjut di rumah dan di lingkungan sosial. Karakter yang baik tidak terbentuk secara otomatis; itu dikembangkan dari waktu ke waktu melalui sebuah proses pengajaran, pembelajaran dan praktik yang berkelanjutan. Pembelajaran tentang karakter, sangat penting dalam masyarakat saat ini karena generasi muda kita menghadapi banyak peluang dan bahaya yang tidak diketahui oleh generasi sebelumnya. Akses yang lebih luas ke berbagai dunia akan membuat siswa menghadapi berbagai kompetisi dengan rekan-rekannya di berbagai dunia. Sebagai sumber daya manusia yang baik, bukan hanya kecerdasan otak yang diutamakan, tetapi juga membutuhkan karakter individu yang baik. Untuk itu diperlukan pendidikan karakter yang baik bagi siswa dalam kehidupannya. Makalah ini menggunakan metodologi kualitatif dengan pendekatan deskriptif melalui kajian literatur.

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INTRODUCTION

Within the national development priorities set forth in the National Long-Term Development Plan (RPJP) for 2005 – 2025 (UU No. 17 of 2007), these include creating a society that has noble character, morals, ethics, culture, and also has manners based on Pancasila philosophy. One way to achieve the goal of realizing such a society is by strengthening national identity and character through education. This education is not only at school, but starts from the family to the community. Efforts to implement Education character are so that Indonesian citizens always have faith in God Almighty, comply with the rule of law, maintain internal and inter-religious harmony, carry out intercultural interactions, and develop social capital.

Then for Indonesian citizens to apply the noble values of the nation's culture, and have pride as the Indonesian nation in order to strengthen the spiritual, moral and ethical foundations of nation-building. National education has a function to always develop capabilities and shape the character and civilization of a dignified nation. This is also in the context of educating the life of the nation. Education character as national education has the goal of developing the potential of students. So that they become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Attention on the Education character has growing in a public school system because of the increasing tendency of negative behaviors among youth (Williams, Yanchar, Jensen, & Lewis, 2003). "Education character can become an everyday opportunities" (Milliren & Messer, 2009, p. 20). Further, Cooley (2008) prized Education character as "engines of social change" (p.203).

Meanwhile, the educational process itself still pursues cognitive aspects rather than psychomotor aspects. There are still many educators or teachers who teach in schools only make teaching and learning activities a job formality. This teaching and learning process is more visible on the side of mere formality without looking at the character of each child. Finding teachers who teach how to be a good person, ethics and educating children's character is still very rare. For many people, the teacher is a job without the responsibility of educating children's character.

According to Milson, A. J. & Mehlig, L. M (2002) & Hadi, R (2015), the teachers could use various methods to integrate character values in teaching learning process. However, the teachers were doubtful of integrating character values in teaching learning process. They focused on the materials too much so that they didn't remember to integrate character values. This problem was also related to the teachers' competences not good enough. Therefore, the teachers should improve their competences during teaching learning process.

METHOD

This study uses a literature review approach on several articles on character education. The articles reviewed were articles published in the 2010-2022 period, using a search on

Google Scholar. The focus of this study consists of the benefits of character education and the learning process in class by implementing character education.

RESULT AND DISCUSSION

The English word 'character' is derived from the Greek charaktêr, which originally referred to a mark impressed upon a coin. Later and more generally, 'character' came to mean a distinctive mark by which one thing was distinguished from others, and then primarily to mean the assemblage of qualities that distinguish one individual from another (Homiak, 2007). In other words, our character is our distinctive mark that differentiates ourselves from others. Kevin Ryan and Karen Bohlin (1999) have defined people of good character as individuals who know the good, love the good, and do the good.

Education is one of the most important things in the world. People need to study hard and learn everything in the world of education in order to build their country into a developed country. At the present time, it is undeniable that the educational degree we have will determine all types of our work. However, an academic degree alone is not enough, it is also necessary to build good character. With good personal character, the academic degree we already have is a bargaining power for many people. Education character is a national movement creating schools that foster ethical, responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts and states to install in their students important core ethical values such as caring, honesty, fairness, responsibility and respect for self and others. Education character is not a "quick fix." It provides long-term solutions that address moral, ethical and academic issues of growing concern to our society and key to the safety of our schools (Education character Partnership, 2010).

1. Benefits

There are many benefits of Education character. Ryan (1999) and Lickona (1991) discuss three benefits, they are Head: Understanding; Heart, Caring about, and Hand: Acting upon. The outcome of Education character has always been encouraging, solidly, and continually preparing the leaders of tomorrow. This subject matter will require more studies particularly in the areas of similarities/differences in Education character, and that of moral education. Finally, Skaggs and Bodenhorn (2006) suggested the importance of the process of implementation of Education character in different districts in order to fit the needs and goals of each community, thereby effectively influencing students' behaviors.

Romanowski (2005) provided some beneficial suggestions for the implementation of Education character: (1) the involvement of the teachers in program planning will increase faculty support and commitment, which in turn improve the effectiveness of the program; (2) with regard to the curriculum, it should be relevant to students' life and also challenge them intellectually, emotionally, and socially; (3) administration should support and give enough space for teachers to exercise flexible pedagogy in specific character traits; (4) conducting class discussions could effectively engage students in the program. Further, through the reflection, it will lead to the opportunities of in-depth discussion; (5) finally; the responsibility of the school is to develop an environment in which reinforces bright sides of students learning and behavior, thereby students also practicing those good values they learned from the Education

character program. The promising ground of bring the framework of Education character is to "make critical links between the lessons of greater social sympathy in the classroom and benevolent action in life" (Cooley, 2008, p. 203)

The Education character is more effective under the condition of encouraging students with good character traits which also are "legitimized, modeled, and reinforced by school and teachers" (Romanowski, 2005, p. 17).

2. Teaching and Learning Process

The teacher plays a major role in the teaching and learning process. The teaching and learning process is a process that contains a series of teacher and student actions or the basis of reciprocal relationships that take place in educative situations to achieve goals. Faiziyah, N. & Fachrurrazy (2012) found that there was character values integrated in lesson plans studied. The lesson plan integrated the values of confidence, logical thinking, creativity, innovativeness, open-mindedness, responsibility, politeness, activeness, politeness, respect, discipline, and cooperativeness. The most frequent character value integrated in teaching learning process was confidence. The less frequent character values integrated in the process of teaching and learning were logical thinking, respect, politeness, and discipline.

Teachers play a very important role in achieving learning objectives, because teachers can determine the quantity and quality of teaching implemented. The current generation of the nation lies in children who then grow to become personal leaders. A leader who is able to lead him is the most important factor. The thing that needs to be considered is Education character that must be instilled from an early age. Education in the family will be the foundation of character in behaving and behaving in society. Schools also have an important role in instilling Education character for students so that they become children of noble character. So it is in this teaching and learning process that the planting of Education character is applied. The teacher does not only focus on teaching material but is more important on Education character for children in every teaching and learning process.

CONCLUSION

With these character pillars, students will respect each other's ideas and are also right in making decisions. Education character if applied more deeply will make students become better individuals. This good personality must also receive support, both in the family, school, and society. In closing, Education character is not a slogan or a course but a mission that is embedded in the everyday school life. Schools function as an arena where students could practice good virtues and go beyond their school life (Milliren & Messer, 2009). Education character efforts may be effective when implemented rigorously and with a scientific foundation. Schools should focus on teaching character within the regular curriculum.

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