

## The Importance Of Character Education In Building A Resilient Nation

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### ABSTRACT

Character education is a system of inculcating character values in the form of knowledge, will, and behaviors that are following the values of belief in God, oneself, fellow environment, and nationality. For this reason, the priority of national development is to strive for the formation of pious Indonesian people who obey the rule of law, develop social morals, apply the noble values of the nation's culture, and have a nationality as the Indonesian nation to strengthen the spiritual, moral and ethical foundation of nation-building. From the exposure to various expert opinions about character, it can be concluded that character is a distinctive trait possessed by a person that contains values, abilities, and moral capacities, in thinking and acting which are formed from habits carried out when interacting with others people in the daily environment. Family and Community Day character education improve and strengthen the role of families, education units, communities, and the government to participate and be responsible for developing the potential of citizens and building the nation towards an advanced, independent, and prosperous nation.

## INTRODUCTION

The notion of character is also expressed by Samani and Hariyanto (2013) as something typical of a person as a way of thinking and behavior to live and work together with people who can make decisions and be responsible for their actions. Understanding character according to Wibowo (2013) character is a natural trait of the human soul that characterizes a person in acting and interacting in the family and society. Understanding character according to Samani and Hariyanto (2013) Character education is the process of giving guidance to students to become complete human beings with character in the dimensions of heart, mind, body, taste, and intention. Furthermore, Kurniawan (2017) reveals that a person's character is formed from the habits he does, both attitudes and words that he often does to others. Salahudin and Alkrienciehie (2013) explain that character is a characteristic of a person or group of people that contains values, abilities, moral capacity, and resilience in the face of difficulties and challenges. AmriSofan (2011) Character is a distinctive trait possessed by a person that contains values, abilities, and moral capacities, in thinking and acting which are formed from habits made when interacting with others people in the daily environment. Family and Community Day. According to Dra. Hj. Aisyah M. Ali, M.Pd (2018) Character

education can be understood as an effort to prepare students so that they can grow and develop properly and can adapt to various situations and conditions they face in living their lives. Education aims so that humans can and can build harmonization with nature and society to have a civilized main personality and become adults so that they can achieve a higher level of life. Character education can be interpreted as moral education or character to develop one's ability to behave well in daily life according to Salahudin and Alkrienciechie (2013). Character education according to Zubaedi (2012) is all business planning carried out by teachers that can affect the formation of the character of their students, understanding, shaping, and accumulating ethical values as a whole. Furthermore, according to Wibowo (2013) Character education is an education that is used to instill and develop character in students, so that they have a noble character after having them can apply it in everyday life both at home, at school, and in the community. Character education is the creation of a school environment that helps students in developing ethics, and responsibility through models, and teaching good character through universal values (Berkowitz & Bier, 2005). These character values should be instilled in students so that they can apply them in their lives both in their families, schools, communities, and countries so that they can make a positive contribution to their environment. Character education has three main functions. First, is the function of the formation and development of potential. Character education shapes and develops the potential of students to think well, have a good heart, and behave following the Pancasila philosophy. Second, is the function of repair and strengthening. Character education improves and strengthens the role of the family, education unit, community, and government to participate and be responsible for developing the potential of citizens and building the nation towards an advanced, independent, and prosperous nation. Third, is the filter function. Character education sorts out the nation's own culture and filters out other nations' cultures that are not following the nation's cultural values and dignified national character (Zubaidi, 2011).

## RESEARCH METHODS

The research method applied in this paper is a literature study sourced from various references. Researchers also elaborate on empirical observations and experiences. This community service was also carried out by methods discussion using the media zoom meeting. the number of participants who attended was less than 30 people consisting of students/students of one of the private universities in Tangerang.



**Figure 1.** Pictures of PKM activity participants

**Source:** PKM Implementation by the author (2022)

Meanwhile, the media used in this activity is a media zoom meeting with a material delivery method with a lecture or discourse method between the speaker and the participant. this activity is divided into two sessions, the first session is the presentation of material by the speaker, and session two is a discussion and question and answer between the participants and the speaker.

## **RESULTS AND DISCUSSION**

Character education is a conscious and structured form of human effort to educate and empower the potential of students to build their personal character so that they can become individuals who are beneficial to themselves and their environment. The following are factors that affect character education:

### **1. Factors that affect character education:**

According to Zubaedi (2012) the factors that influence the success or failure of character education are as follows:

- A. Factors Instinct (Instinct), Instinct is an attitude and character that has been formed since birth.
- B. Custom (habit), the same behavior is repeated over and over again until it becomes accustomed.
- C. Heredity, the characteristics of children are partly a reflection of the attitudes and characteristics of their parents, both spiritually and physically.
- D. The environment (milieu), everything that surrounds it starting from customs, relationships, school conditions, villages, cities, and so on will have a direct or indirect influence on a person's character.

### **2. Character System**

As stated above, the character seems to consist of many elements that are interconnected with each other. Because character consists of at least three interrelated realms, namely: moral knowledge, moral feelings, and moral actions, which are called the character system. Lickona and Amirulloh (2015) explain that the character system consists of three interconnected and mutually influencing domains, namely:

#### **A. Moral Knowledge**

Knowledge Moral knowledge is the ability of individuals to know, understand, consider, distinguish, and interpret the kinds of morals that must be applied and which must be abandoned. Moral knowledge consists of six components which include:

- 1) Moral awareness is the awareness to pay attention to and implement the morals around them.
- 2) Knowledge of moral values is the ability to understand moral values in various situations.
- 3) Understanding other points of view are the ability to appreciate and feel the opinions of others.
- 4) Moral reasoning is the ability to understand, consider and distinguish moral meanings.
- 5) Courage to make decisions, namely the ability not to hesitate to make the right choice when experiencing a moral dilemma.
- 6) Self-knowledge, is being able to know and understand one's behavior and evaluate honestly.

#### **B. Moral Feeling**

Moral feelings are the ability to feel compelled to always take moral actions that are following the norms and feel guilty if they do actions that are not following the norms (doing evil). This feeling also consists of six components, which are as follows.

Listening to Conscience, i.e. naive moral feelings encourage a person to act according to conscience on the cognitive side and the emotional side. As smart as humans are, the advantage is that they still pay attention to emotions and are not blind to something objective when compared to artificial intelligence.

- 1) Self-esteem is having the awareness to maintain dignity based on noble values.
- 2) Empathy, having sensitivity (able to feel) the suffering of others.
- 3) Love of Kindness, the ability to feel like and happy after doing good.
- 4) Self-control, is the ability to control excess emotions, either when angry or too happy (euphoria)
- 5) Humility means not feeling an excessive sense of superiority, being able to remain open to correcting mistakes, and overcoming pride but remaining confident.

### C. Moral Action

Able to move and take real moral actions that are following the norms, to prevent actions that are not following the norms of environmental goodness. Moral action consists of three main components, namely, as follows.

- 1) Competence is the ability to change moral feelings into effective moral actions.
- 2) Will, the ability to be strong and persist in doing what ought to be done based on knowledge and moral feelings.
- 3) Habit is the ability to do something consistently and repeatedly until it feels easier to do it continuously.

### 3. Character Values

According to school guidelines (Kemendiknas 2010:9), character values consist of 18 character values, namely as follows:

No	Value	Description
1.	Religious	Obedient attitudes and behaviors in carrying out the teachings of the religion they adhere to, tolerant of the implementation of worship of other religions, and getting along well with adherents of other religions.
2.	Honest	Behavior-based on efforts establishes himself as a person who can always be trusted in words, actions, and work.
3.	Tolerance	Attitudes and actions that value differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others that differ from him.
4.	Discipline	Actions that demonstrate orderly behavior and compliance with various provisions and regulations.
5.	Strive	Behavior that shows earnest effort in overcoming various learning barriers and tasks, as well as completing tasks as well as possible.
6.	Creative	Think and do something to produce a new way or result of something that has been owned.
7.	Self-sufficient	Attitudes and behaviors that are not easy depend on others in solving tasks.
8.	Democracy	A way of thinking, behaving and acting that equally assesses the rights and obligations of himself and others.

9.	Curiosity	Attitudes and actions that always seek to know more deeply and extended from something he learns, sees, and hears.
10.	National Spirit	A way of thinking, acting, and insight that places the interests of the nation and state above the interests of oneself and its group.
11.	Love of the Motherland	A way of thinking, behaving, and doing that shows loyalty and concern, and a high appreciation for the language, physical, social, cultural, economic, and political environment of the nation.
12.	Rewarding achievements	Attitudes and actions encourage him to produce something useful for society, and recognize, and respect the successes of others.
13.	Communicative	Actions that show a sense of pleasure in talking, associating, and cooperating with others.
14.	Peace-Loving	Attitudes, words, and actions cause others to feel good and secure in his presence.
15.	Love to Read	The habit of making time to read various readings that give virtue to him.
16.	Caring for the Environment	Attitudes and actions always seek to prevent damage to the surrounding natural environment and develop efforts to repair the damage to nature that has occurred.
17.	Social Care	Attitudes and actions that always want to give help to others and society in need.
18.	Responsibility	Attitudes and behaviors of a person to carry out his duties and obligations, which he should perform, towards himself, society, the environment (natural, social, cultural), the state, and God Almighty

**Source:** School Guidelines from the Ministry of National Education in 2010

From the character values above, students can understand the importance of character education in building a tough nation. Character education is a system of inculcating character values in the form of knowledge, will, and behavior in accordance with the values of belief in God, oneself, fellow environment, and nationality. By applying the character values above, it can increase the strength of character as a student. . In social life, students must be examples and role models for the whole community. This is because students are part of the community who have the good fortune to be able to continue their education to a higher level. Therefore, students as educated people must be able to become role models for other people.

#### 4. Strategis For Implementing Character Education

According to the guidelines for the implementation of character education (Kemendiknas), The strategy for implementing character education in education units is an integral part of a school-based quality improvement management program that is implemented in the development, implementation, and evaluation of the curriculum by each education unit. For character education to be implemented optimally, character education is implemented through the following steps:

- A. Socialization to stakeholders ( school committees, communities, institutions)
- B. Development in school activities
- C. Learning activities
- D. Development of school culture and learning activity centers, through:
  - 1) Regular activities

- 2) Spontaneous activities
  - 3) Exemplary
  - 4) Conditioning
- E. Co-curricular activities and or extracurricular activities
- F. Daily activities at home and in the community

## CONCLUSIONS

The notion of character is also expressed by Samani and Hariyanto (2013) as something peculiar to a person as a way of thinking and behavior to live and cooperate with a society that can make decisions and account for their actions. From the presentation of various expert opinions above about character, it can be concluded that character is a distinctive trait possessed by a person that contains values, abilities, and moral capacities, in thinking and acting which are formed from habits carried out when interacting with others in the daily environment of the family and society. Character education improves and strengthens the role of families, education units, communities, and governments to participate and be responsible for developing the potential of citizens and nation-building towards a developed, independent, and prosperous nation.

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