Development of a Character Education Model in Schools

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Abstrak

This research aims to explore and analyze various approaches and strategies in developing character education models in schools. The method used is library research, by collecting and analyzing data from various relevant literature sources. This research provides in-depth insight into how schools can integrate character values into the curriculum and learning environment. Through this research, it is hoped that the development of an effective character education model involves steps such as identification of relevant character values, integration of character values in the curriculum, role models and real examples, active and reflective learning, involvement of parents and the community, as well as evaluation and feedback. This research also indicates that consistency and commitment from all school components is very important in building and strengthening character education. This research is expected to contribute to theoretical understanding of the importance of character education in forming students who are responsible, ethical and contribute positively to society.

Keywords: Character Education, Character Education Values.

Abstrak

Penelitian ini bertujuan untuk menjelajahi dan menganalisis berbagai pendekatan dan strategi dalam pengembangan model pendidikan karakter di sekolah. Metode yang digunakan adalah library research, dengan mengumpulkan dan menganalisis data dari berbagai sumber literatur yang relevan. Penelitian ini memberikan wawasan mendalam tentang bagaimana sekolah dapat mengintegrasikan nilai-nilai karakter ke dalam kurikulum dan lingkungan pembelajaran.

Melalui penelitian ini, diharapkan bahwa pengembangan model pendidikan karakter yang efektif melibatkan langkah-langkah seperti identifikasi nilai-nilai karakter yang relevan, integrasi nilai-nilai karakter dalam kurikulum, peran model dan contoh nyata, pembelajaran aktif dan reflektif, keterlibatan orang tua dan komunitas, serta evaluasi dan umpan balik. Dalam penelitian ini juga merujuk bahwa konsistensi dan komitmen dari seluruh komponen sekolah sangat penting dalam membangun dan menguatkan pendidikan karakter. Penelitian ini diharapkan memberikan kontribusi terhadap pemahaman teoritis tentang pentingnya

pendidikan karakter dalam membentuk siswa yang bertanggung jawab, beretika, dan berkontribusi positif dalam masyarakat.

Kata kunci: Pendidikan Karakter, Nilai-nilai Pendidikan Karakter.

Introduction

Character education has become a major concern in the world of modern education. In the midst of rapid technological developments and dynamic social changes, it is important to develop effective character education management models in schools. Character education is not only about academic improvement, but also about forming individuals who are responsible, ethical and care about the surrounding environment.

The importance of character education in schools cannot be ignored. Society faces complex challenges, such as an increase in unethical acts, a lack of empathy, and a lack of strong moral values. Therefore, efforts need to be made to form a young generation who has strong character and integrity.

Character education is not just about teaching what is right and what is wrong. More than that, character education is an effort to instill good habits (habituation) so that students are able to behave and act based on the values that have become their personality. In other words, good character education must involve good knowledge (moral knowing), good feelings (moral feeling) and good behavior (moral action) so that the realization of a unified behavior and life attitude of students is formed (Yaumi, 2020)

Several decades ago Ki Hadjar Dewantara, the Father of Indonesian Education, emphasized explicitly that "Education is an effort to promote the growth of character (inner strength, character), mind (intellect) and body of children. "These parts must not be separated so that we can promote the perfection of our children's lives" (Ki Hadjar Dewantara's work, Book I: Education). Likewise, Delors' report on XXI century education, as stated in the book Learning: Treasures Within, emphasizes that XXI century education relies on five pillars of universal learning, namely learning to know, learning to do, learning to live together, learning to be, and learning to transform for oneself and society. Apart from that, Law Number 20 of 2003 concerning the National Education System has emphasized that "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students to become faithful and devout human beings. to God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen." Furthermore, Government Regulation Number 19 of 2005 concerning National Education Standards (SNP) also expressly describes various competencies related to character as well as intellect. This all indicates that education is actually tasked with developing character as well as intellectuality in the form of student competence (Ratnawati, 2016)

Educational institutions such as schools in Indonesia still have many cases of bullying such as making fun of, mocking friends, physical violence, sexual violence, verbal violence and so on. We cannot avoid this, therefore related parties, especially within the school scope, such as school

principals, teachers, stakeholders and parents must continue to supervise their students at school and at home.

The aim of this research is to analyze the development of a character education management model that can be applied in schools. This aims to facilitate student character development through several holistic discussions, including cognitive, affective and psychomotor aspects. With various models. This research will also explain the basic concepts of character education, the importance of character development in schools, as well as a literature review of existing character education management models. Next, the proposed character education management model will be described, including the implementation stages and evaluation methods that can be used to measure the effectiveness of this model.

It is hoped that the results of this research can contribute to the world of education in developing effective character education management models. It is hoped that this will provide an overview and can become a basis for schools to implement comprehensive character education programs, so that they are able to produce young people who have strong character, are ethical, and contribute positively to society.

Metode

This research method uses a qualitative approach, it is hoped that you will be able to understand and describe the development of the character education model in schools in a comprehensive and in-depth manner. It is also hoped that the qualitative approach can reveal various problems faced by stakeholders. Qualitative research is research aimed at describing various social phenomena that occur in individual communities and groups (Santosa, 2010). The method used is the library method, which deals with both printed and digital literature, in accordance with the discussion, namely the development of character education models in schools. The first sources of this research are research method books, internet articles, journals, papers, newspapers, and others that are interconnected(Afifuddin & Saebani, 2012).

The author uses data analysis techniques in the form of content analysis because this type of research includes literature, where the data sources are books, documents and others. In this case, researchers use content analysis to understand the content or content of the problem to be discussed.

Results and Discussion

1. The essence of character education
a. Understanding Character

The term character comes from the Greek "charassein" which means to carve. Character is likened to carving a gemstone or hard iron surface. Furthermore, the definition of character has developed, which is defined as a special sign or pattern of behavior (Judiani, 2010). According to the Language Center of the Ministry of National Education, character is defined as "innateness, heart, soul, personality, manners, behavior, personality, character, character, temperament, character (Djuanda, 2020). Philologically, the term character is associated with temperament which emphasizes psychological elements. One can also understand character from a behavioral perspective which emphasizes the somatopsychic elements that individuals possess from birth (Albertus, 2010).

According to Michael Novak, character is "a compatible mixture of all the virtues identified by religious traditions, literary stories, wise men, and the collection of reasonable people that existed in history (Farhanudin & Muhajir, 2020). According to Muslich, character is the values of human

behavior that are related to God, individuals, fellow humans, the community environment and the nation which are formed or manifested in attitudes, thoughts, feelings and actions based on religious norms, laws, manners, customs and culture (Sumarto, 2018). This is also stated by Susiati (2019) that character is a pattern or way of behaving in a person that is obtained from the family environment, school environment and community environment which is manifested in every action of his life (Nurbaiti et al., 2020).

From the explanation of character above, researchers can draw the conclusion that character is the qualities or traits that are inherent in a person and influence the way they behave, interact and respond to situations in everyday life. Character includes an individual's innateness, personality, values, attitudes, behavior and thought patterns. This also includes moral and ethical aspects, such as integrity, honesty, responsibility and empathy. Character can be understood through the way a person interacts with the environment, faces challenges, and lives daily life. This is an important aspect in forming identity and influencing a person's social relationships and decision making.

b. Understanding Character Education

Character education, according to Thomas Licona, is education to shape a person's personality through character education, the results of which can be seen in a person's real actions, namely good behavior, honesty, responsibility, respect for other people's rights, hard work, and so on. (H. A. Hambali & Nasution, 2020). The definition of character education according to John W. Santrock is a direct approach to moral education by providing lessons on basic moral knowledge to students so that they can prevent themselves from immoral

behavior and endangering themselves and others. Regarding the meaning of character education, Raharjo, as quoted by Nurchaili, states that character education is a holistic educational process that connects the moral dimension with the social realm in students' lives as a foundation for the formation of a quality generation that is able to live independently and has principles of truth that can be accounted for. . Character education is a process of forming a person's behavior or character, so that they can differentiate between good and bad things and are able to apply them in life. Character education is essentially a consequence of a person's responsibility to fulfill an obligation (H. A. N. Hambali, 2020).

Character education in the Islamic view refers to the process of developing and forming a personality based on Islamic religious values. Character education in Islam aims to form individuals who are responsible, have high morality, have noble character, and are goodness-oriented. Character education in Islam teaches individuals to live in obedience to Allah SWT and follow His teachings throughout their lives. This involves recognizing and understanding the principles of Islamic teachings such as faith, worship, morals and good behavior.

c. Character Education Objectives

Character education aims to develop the values that shape national character, namely Pancasila, including: 1) Developing the potential of students to become people with good hearts, good thoughts and good behavior; 2) Building a nation with Pancasila character; 3) Developing the potential of citizens to have a confident attitude, be proud of their nation and country and love humanity (Zubaedi, 2019).

In a broader context, character education goals can be divided into short-term and long-term goals. The short-term

goal of character education is to instill values in students.

2. Character Education Values

The nation's character and cultural values come from educational theories, educational psychology, socio-cultural values, religious teachings, Pancasila and the 1945 Constitution, and Law no.

20 of 2003 concerning the National Education System, as well as the best experiences and real practices in everyday life (Zubaedi, 2019).

In order to further strengthen the implementation of character education in the education unit (Kemendiknas) it has identified 18 values originating from religion, Pancasila, culture and national education goals, namely; (1) Religious: obedient attitudes and behavior in implementing the teachings of the religion one adheres to, tolerant towards the practice of worship of other religions, and living in harmony with followers of other religions. (2) Honesty: behavior that is based on efforts to make oneself a person who can always be trusted in words, actions and work. (3) Tolerance: attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes and actions of other people who are different from themselves. (4) Discipline: actions that demonstrate orderly behavior and compliance with various rules and regulations. (5) Hard Work: behavior that shows serious effort in overcoming various obstacles to learning and assignments, as well as completing assignments as well as possible. (6) Creative: think and do something to produce new methods or results from what you already have. (7) Independent: attitudes and behavior that do not easily depend on others to complete tasks. (8) Democratic: a way of thinking, behaving and acting that values the rights and obligations of oneself and others equally. (9) Curiosity: attitudes and actions that always seek to know more deeply and broadly from what one 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 one's group. (11) Love for the Motherland: a way of thinking, behaving and acting that shows loyalty, concern and high appreciation for the language, physical, social, cultural, economic and political environment of one's nation. (12) Appreciating Achievement: attitudes and actions that encourage oneself to produce something useful for society, and recognize and respect the success of others. (13) Friendly and Communicative: actions that show a pleasure in talking, socializing and collaborating with other people. (14) Love of Peace: attitudes, words and actions that cause other people to feel happy and safe in their presence. (15) Likes Reading: the habit of making time to read various literature that brings goodness to him. (16) Care for the Environment: attitudes and actions that always strive to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has occurred. (17) Social Care: attitudes and actions that always want to provide assistance to other people and communities in need. (18) Responsibility: a person's attitude and behavior to carry out the duties and obligations that he should carry out, towards himself, society, the natural, social and cultural environment), the country and God Almighty (Sibagariang & S. Pandia, 2021)

Even though 18 values that form national character have been formulated, educational units can determine their development priorities to continue the precondition values that have been developed. The selection of these values is based on the interests and conditions of each educational unit, which is carried out

through context analysis, so that in its implementation it is possible that there are differences in the types of character values developed between one school and/or region and another. Implementation of the character values to be developed can start from values that are essential, simple and easy to implement, such as: clean, neat, comfortable, disciplined, polite and courteous.

As the 2013 Curriculum changed to the Independent Curriculum, previously there were five character values (Religious, Nationalist, Integrity, Independent, Mutual Cooperation) changed to 6 character values in accordance with the Pancasila Student Profile. The Pancasila Student Profile is the embodiment of Indonesian students as lifelong learners and behaving in accordance with Pancasila values with six characteristics: Faithful, devoted to God Almighty and having noble character, Global diversity, Critical reasoning, Mutual cooperation, Independence, and Creativity.

The character values developed in the Character Education Strengthening (PPK) program are based on Ki Hajar Dewantara's character education philosophy. Namely exercising the heart (ethics), exercising the mind (literacy), exercising the will (aesthetics), and exercising (kinesthetics). Then from this philosophy it is hoped that student character values will emerge starting from religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of land.

3. Steps for Developing a Character Education Model in Schools
Developing a character education model in schools is an effort to form and strengthen positive values and attitudes in students. The following are several steps that can be taken in developing a character

education model in schools (Ujung & Bone, 2018)

First: Identify character values: Identify the character values that you want to instill in students, such as honesty, discipline, cooperation, responsibility, caring, etc. These values must be relevant to the needs and culture of the school and surrounding community.

Second: Integration of character values in the curriculum: Incorporating character values into the school curriculum in an integrated manner, both in formal learning and extracurricular activities. This allows students to learn and experience these values practically in a variety of contexts.

Third: The role of models and real examples: Teachers and school staff must be role models in demonstrating behavior and attitudes that are in accordance with the desired character values. Apart from that, presenting role models from the community such as local figures, parents and the community can also enrich students' experiences in practicing character values.

Fourth: Active and reflective learning: Encourage students to engage in active learning involving discussions, simulations, role plays, and collaborative projects. In addition, it is also important to provide time for students to reflect on their experiences and relate them to the character values studied.

Fifth: Parent and community involvement: Inviting parents and the school community to be involved in developing character education. This can be done through parent meetings, collaboration with community organizations, or joint social activities. This collaboration strengthens the character messages given to students and builds consistency between school, home and environment.

Sixth: Evaluation and feedback: Evaluating the effectiveness of the character education model being implemented, either through observation, assessment or questionnaires. The results of this evaluation can be used to identify the strengths and weaknesses of the existing model, so that necessary adjustments can be made.

CONCLUSION

Developing a character education model in schools is a structured process to form positive values and behavior in students. The steps in developing this model include establishing core values, integrating values in the curriculum, strengthening through active learning, the role of the model and the school environment, parental involvement, and evaluation and monitoring. It is important to involve all stakeholders, such as schools, teachers, parents and the community, in creating an educational environment that supports positive character development in students. Character development is a long-term process and requires consistency in its implementation. With effective character education, it is hoped that students will have strong positive values and be able to face challenges in life with a good attitude.

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Author Profile

The author is someone who is very interested in the world of education, born as the eldest of four siblings, and has planted his roots in the world of education as an educator at IAID Ciamis. With additional duties as a manager at the Tarbiyah Faculty of IAID Ciamis, the author lives his life's calling to make maximum contributions in improving the quality of education.

With an educational background at Master's level at IAID Ciamis, and currently, the author is pursuing a higher education journey, studying in the final semester of the Doctoral Program at UIN Bandung. His dedication to knowledge and understanding in the world of education provides the spirit to continue to grow and is expected to have a positive impact on the world of education.

For the author, the world of education is not just a job, but a calling and a way of life that is carried out wholeheartedly. The author sees satisfaction in giving his mind, body and soul to education, without stopping. Every step and action he takes is guided by the determination to create a generation that is knowledgeable, has high integrity, and is ready to face the challenges of the future...