

The Importance of Character Education in the World of Education

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Abstract

Character of education, it is absolutely necessary not only in school but also at home, in the social environment. Event now this is no longer a participant character of education early childhood through adolescence but also adults. Absolutely necessary for the survival of this nation. Competition imagine what will emerge in the next years. Obviously it would be our burden and parent for today. At that time, the children will face competition with colleagues from various countries around the world. In fact we are still going to work year will feel the same feelings. Demand the quality of human resources in the coming millennium certainly requires good character. However, the character is the key individual goal.

Keywords

Character Education; Education Field

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1. INTRODUCTION

Character Education Article The Importance of Instilling Positive Character Early on The position of character in the journey of every human being is very important. Even the formation of character from an early age will determine how a person lives his life. Whoever he is, whatever his profession, when he has a positive character, it will certainly be better than those who have no character. Therefore, the cultivation of positive character is very necessary from an early age so that it can become their capital in navigating the very tough journey of life. A strong, courageous and unyielding character will help anyone in life. Positive character can always be applied in various professions, whether a businessman, educator, or other professions. As we all know that what is often the problem of this Indonesian nation is that many Indonesian people do not have positive character so that wherever they are, they will always cause problems and not be the solution to a problem. Education is not a process that is organized in a regular, planned manner, and uses methods that are studied and based on rules that have been agreed upon by the mechanism of implementation by a community of a society (State), but rather a part of life that has been running since



humans exist. Education can be considered as a process that occurs intentionally, planned, designed, and organized based on applicable rules, especially legislation.

2. METHODS

The method employed in this study is literature review, which involves research based on literature and works such as books.

3. RESEARCH OBJECTIVES

Development of Culture and National Character Education, Definition of Culture and National Character Education Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Sisdiknas Law) formulates the functions and objectives of national education that must be used in developing educational efforts in Indonesia. Article 3 of the National Education System Law states, "National education functions to develop and shape the character and civilization of a nation that is useful in the context of educating the nation's life, aiming for the development of the potential of students to become human beings who are faithful, and devoted to God Almighty.

4. CHARACTER EDUCATION STRATEGY

The Character Education Strategy that will be discussed is the Character Education Strategy through the Multiple Talent Approach (Multiple Intelligent). This Character Education Strategy has the aim of developing all the potential of students whose manifestation of potential development will build a Self Concept that supports mental health. This concept provides opportunities for students to develop their golden talents according to their needs and interests. There are many ways to be intelligent, and this way is usually marked by academic achievement obtained at school and the student takes an intelligence test. According to Gardner (1999), humans have at least nine intelligences. Human intelligence, today, can not only be measured by his ability to master mathematics or use language. There are many other intelligences that can be identified in humans. Meanwhile, according to Howard Gardner (1999) who explains the 9 multiple intelligences, if well understood, will make all parents view children's potential more positively. Moreover, parents (teachers) can prepare a fun and empowering environment at school. The concept of Multiple Intelligence teaches children that they can learn anything they want to know. For parents or teachers, all it takes is creativity and sensitivity to nurture the child. Both teachers and parents must also think openly, out of the traditional paradigm. Intelligence is not something that is fixed. It is a set of skills that can be cultivated and developed. Intelligence is the ability to solve problems, the ability to create new problems to solve, the ability to create something valuable in a society's culture. Through the introduction of Multiple Intelligence, we can learn about children's strengths or weaknesses and can provide them with opportunities to learn through their strengths, the goal is for children to have the opportunity to explore the world.

5. DISCUSSION

Meaning of Character Education

Character education is a system of naming character values that includes components of knowledge, awareness or willingness, and action to implement these values, both towards God Almighty, self, others, the environment, and nationality. However, because humans live in a certain social and cultural environment, the development of a person's individual character can only be done in the social and cultural environment concerned. The social and cultural environment of the nation is Pancasila, so cultural and character education is to develop the values of Pancasila in learners through education of the heart, brain, and physical. John Sewey, for example, in 1916 said that it is commonplace in educational theory that character formation is the general purpose of teaching and ethical education in schools. Then in 1918 in the United States (US), the Commission for the Reform of Secondary Education appointed by the National Education Association made a historic statement on the objectives of general education. The statement became known in history as the "Seven Main Principles of Education", among others:

- a. Health
- b. Mastery of fundamental processes
- c. Being a useful member of the family
- d. Occupational
- e. Citizenship
- f. Useful use of leisure time
- g. Moral

Character Education towards the formation of the national character of students is the responsibility of all teachers. Therefore, its development must also be by teachers. Thus, it is incorrect to say that educating students to have national character is only delegated to certain subject teachers, such as Civics teachers or Islamic Education teachers. Although it can be understood that the dominant ones to teach national character education are teachers who are relevant to national character education. Without exception, all teachers must make themselves a role model while other teachers in an authoritarian manner. Or a religious education teacher in answering the questions of his students in a rational way while other teachers only say perfunctory answers. As a process, there are two different assumptions about education in human life. First, it can be regarded as a process that occurs unintentionally or naturally. Education is not a process that is organized regularly, planned, and uses methods that are studied and based on rules that have been agreed upon by a community of people (State), but rather is part of life that has been running since humans exist. This definition points out that basically humans are naturally creatures who learn from natural events and symptoms of life that exist to develop their lives. Second, education is considered a process that occurs intentionally, deliberately, and is organized based

on rules that apply authoritative to its students. Because it will not have any meaning if a Civics teacher teaches to solve a problem that is contrary to the democratic way.

6. CONCLUSIONS AND SUGGESTIONS

The conclusions of this article areas follows:

- a. Character education is a system of naming character values that includes the components of knowledge, awareness or willingness, and action to implement these values, both towards God Almighty, self, others, the environment, and nationality. The development of national character can be done through the development of one's individual character. However, because humans live in a certain social and cultural environment, the development of a person's individual character can only be done in the social and cultural environment concerned.
- b. Strategies in the Development of Character Education, one of which is the Character Education Strategy through Multiple Intelligence (Multiple Talent Approach) This strategy aims to develop all the potential of students, which is the development of potential that builds a self-concept that supports mental health.
- c. The Education Objectives of
 - 1) National Character Education include the following:
 - 2) Developing the affective potential of learners as human beings and citizens who have cultural values and national character
 - 3) Developing habits and behaviors of learners that are commendable and in line with universal values and traditions
 - 4) Instilling the spirit of leadership and responsibility of learners as the next generation of the nation
 - 5) Developing the ability of learners to become independent, creative, nationalistic-minded human beings
 - 6) Developing a school life environment as a safe, honest learning environment, full of creativity, and friendship, as well as with a high sense of nationality and full of strength.

Suggestions that I can convey are:

Character education is now absolutely necessary not only at school, but

- a. at home and in the social environment.
- b. The implementation of character education is no longer targeted at early childhood to adolescence,
- c. but must also be implemented until adulthood.
- d. Besides being given at school, character education must start from the household
- e. namely education from parents

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