CONCEPTUAL CHARACTER EDUCATION MODEL IN SCHOOL

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Abstract

Substantially, character education is oriented towards the importance of students having positive attitudes and behaviors towards themselves and others. Teachers as educators need to understand various development models in planting character values in schools. The approach used is a qualitative approach with library research techniques. Based on the findings and analysis, it was found that the concept of developing character education in schools is a model of inculcating character values which consist of teaching, habituation, and imitation, in its implementation of the Tadzkirah Model, Istiqomah, Iqra – (Fikir – Zikir) Model is the right model to be used in character education learning, as well as CTL. Furthermore, the character education process needs to involve all components (stakeholders), including the components of education itself, and the work ethic of all citizens and the school environment.

Keywords: *Conceptual Models; Character Building.*

INTRODUCTION

The emergence of character education as a new discourse on national education is not a surprising phenomenon. This is because socio-political and national developments tend to produce national character. rampant anarchic behavior, brawls between citizens, drug abuse, promiscuity, corruption, crime, and environmental damage are indications of problems in the development of this nation's character. This has raised awareness of the importance of shaping and fostering the character of students as the nation's next generation. A number of education experts have tried to formulate concepts about character education, and have even gone so far as to practice it.

Schools are institutions that can be said to be a manifestation of the process of developing the national education system, having a strategic position in the world of education in Indonesia. As a form of education, schools have their own place in front of the community. This is because schools as educational institutions have made a major contribution to the life of the nation and the development of community character.

The discourse on character education has resurfaced after the many portraits of life in Indonesia that reflect moral decline and raise concerns for various groups. Character education is emphasized to overcome problems that exist in almost all sectors of people's lives in Indonesia.

The essence of the objectives of character education as contained in the Guidelines for the Implementation of Character Education issued by the Ministry of National Education are: To develop basic potential to have a good heart and good behavior; Strengthen and build the behavior of a multicultural nation; Improving the nation's competitive civilization in the world association (Agency for Research and Development Center for Curriculum and Books, 2011).

In writing this paper, the focus of the discussion on learning related to character education in schools is a learning that is still looking for forms in its development.

METHODOLOGY

This study aims to obtain an overview of the model for developing character education in schools. This research design uses a qualitative approach, with a non-interactive method (document analysis). The researcher collects, identifies, analyzes, and synthesizes data, and then provides an interpretation of the concept of the development model for character education in schools.

RESULTS AND DISCUSSION

Character Education Policy by the Indonesian Ministry of Education and Culture

The character education policy programmed by the Ministry of Education and Culture of the Republic of Indonesia by using a pattern of macro and micro strategies in education units as outlined in the National Action Plan (RAN) is expected to be implemented by educational units in order to provide optimal results for the formation of the character of participants. good and noble character in accordance with the ideals of the Indonesian nation. In addition, with good character and noble character that has been formed in the personality of each student, he will be able to reduce and minimize actions and deviations from applicable norms so that it does not cause conflict between students and citizens in general. Education is essentially a medium that is quite strategic in building character.

In the macro context, according to the Ministry of National Education (2010:29-31), the implementation of character education includes all planning, organizing, implementing, and quality control activities involving all major units within the national education stakeholder environment. Character education is a conscious and planned effort to create an atmosphere and process of empowering the potential and cultivating students to build personal and/or group characters that are unique as citizens. This is expected to be able to make an optimal contribution in realizing a society that believes in God Almighty, is just and civilized, has the spirit of Indonesian unity, has a populist spirit led by wisdom in deliberation/representation, and social justice for all Indonesian people. Character education programs in the micro context can be seen in the following figure:
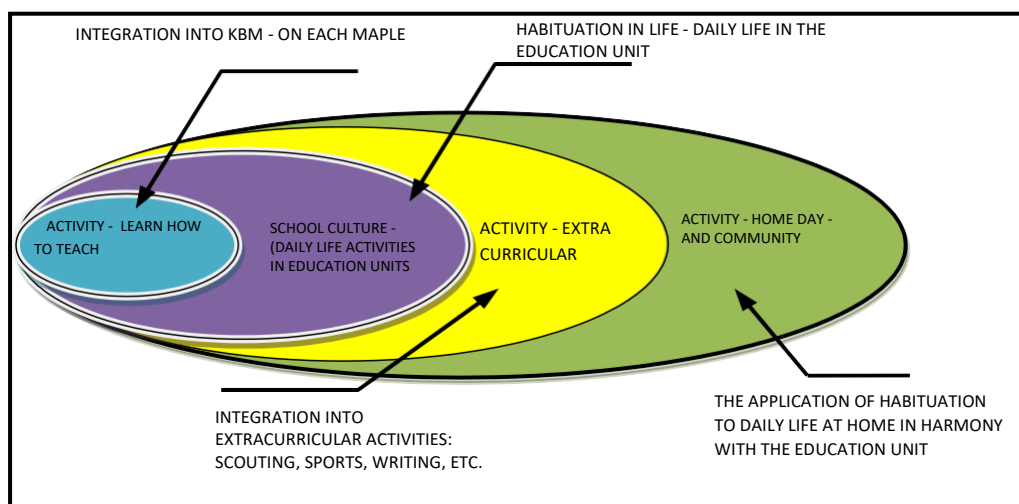
Micro Context of Character Education Source:
Ministry of National Education (2010)

b) Principles of Character Development in Schools

In principle, character development according to the Ministry of National Education (2010: 18) is not included as a separate subject, but is integrated into subjects, self-development, and the culture of the education unit. Therefore, educators and educational units need to integrate the values developed in character education into the existing curriculum, syllabus. The learning principles used in the development of character education seek that students recognize and accept character values as belonging to students and are responsible for the decisions they make through the stages of recognizing choices, assessing choices, determining attitudes, and then making a value according to self-confidence. . With this principle, students learn through the process of thinking, acting, and doing. These three processes are intended to develop students' abilities in carrying out social activities and encourage students to see themselves as social beings.

c) Character Development Strategy through Education Programs in Schools

The success of character education in learning does not only depend on neat planning and smooth implementation of the program, but also on how principals, teachers, and employees carry out teaching and learning activities in schools and in the classroom. The teacher's role is very important in character education in schools and the teacher always gives positive comments to every opinion expressed to children, in that way students become enthusiastic about going to school. According to the Ministry of National Education (2010: 18-19) states that to form good character in schools, character education is integrated into all subject matter because the integration of character education into all learning materials is carried out in order to develop interventions. What needs to be done further is to ensure that the learning of these learning materials has an instructional impact and/or an impact on character building. The integration of values can be done for one or more of each subject of each learning material. Like attitudes, a value does not stand alone, but is in the form of a group. Internally, each value contains elements of thoughts, feelings and moral behavior that psychologically interact with each other.

According to the Ministry of National Education (2010:33-34), character development strategies through education programs in schools require full support from the government, which in this case is in the ranks of the Ministry of National Education. Therefore, the facilities that need to be supported are the following:

1) All related directorates within the Directorate General of Early Childhood Education, non-formal and informal.

2) Development and refreshment of the competence of educators and education staff, both at the early, basic, secondary and higher education levels that are relevant to character education in various modes and contexts are carried out systemically. Development of the basic framework and

curriculum tools, learning innovations and character culture, standardization of assessment tools and processes, frameworks and standardization of learning media which are carried out synergistically by centers within the National Education Research and Development Agency.

3) The development of educational units that have a conducive culture for character building in various modes and contexts of early childhood education, primary and secondary education and higher education is carried out systemically by all relevant directorates within the Ministry of National Education.

4) Institutional development and non-formal and informal education programs in the context of character education through various modes and contexts are carried out systemically by all relevant directorates.

5) Character development of students in higher education through strengthening content and process standards, as well as the competence of educators for the Personality Development Course (MPK) and Community Life Course (MBB); research and development of character education; development of educational institutions for education personnel, development and strengthening of professional information networks for character building are carried out systemically by all relevant directorates (Kemendiknas, 2010; 33-34). Zamroni offers 7 (seven) character education strategies in learning as follows:

First, the goals, objectives and targets to be achieved must be clear and concrete. Second, character education will be more effective and efficient if it is carried out not only by schools, but there must be cooperation between schools and parents. Therefore, schools need to work together synergistically with families, so that schools can make changes to parents as a condition of successful character development of students.

Third, make all teachers aware of the important and responsible role in successfully implementing and achieving the goals of character education in students. For this reason, the teacher must really understand the philosophy of a teacher, not just technically carry out learning. The learning carried out by the teacher must develop awareness of the importance of integration between heart, mind, hand, creativity, taste and intention among students in order to develop their respective characters. . This integration is important so that students can understand goodness, love goodness, and do good.

Fourth, the teacher's awareness of the need for a "hidden curriculum" and is a very important instrument in developing the character of students. This hidden curriculum is in the teacher's behavior, especially in interacting with students, which consciously or not will have a major effect on students. Therefore, teachers need to take advantage of this hidden curriculum consciously and planned.

Fifth, in carrying out learning, teachers must emphasize the critical and creative thinking of students (critical and creative thinking), the ability to cooperate and decision-making skills. The most appropriate learning method to achieve this goal is cooperative learning and problem based teaching and learning.

Sixth, school culture must be utilized in developing the character of students. Values, beliefs, norms, slogans to the existing physical conditions of the school need to be understood and designed in such a way that it is functional to develop student character.

Seventh, essentially one phase of character education is a process of habituation in everyday life, especially in schools that can be monitored and controlled by principals and teachers. It is expected that parents of students also monitor and control the daily behavior of students in the family and community environment.

Zamroni and Muslich's views as described above regarding character learning strategies in the classroom, are actually not much different and even have similarities with the views expressed by Kohlberg, Lickona, and Ki Hadjar Dewantara, in the character learning process in order to succeed effectively in addition to paying attention to Cognitive theories also require implementation in everyday life with full responsibility. Moral values and character that can be implemented in everyday life can help in the success of student learning. The application of character education is carried out through the integration of predetermined values into the learning process through an integrated character education model in learning. According to Darmiyati

Zuchdi, et al (2011: 18-21) there are six steps that can be taken in implementing integrated character education in learning. Integrated character education in learning is carried out by teachers by integrating predetermined target values into the learning process. Therefore, the learning objectives must contain both competence in the field of study and the actualization of the values developed. What is meant by competence in the field of study here is the competence to be achieved (Standard Competence and Basic Competence).

With this model of implementing character education, it does not increase the learning time and study load of students. On the other hand, with this model, the quality of learning outcomes increases, because the actualization of target values actually increases the achievement of competence in the field of study. For example, if the values of honesty, responsibility, independence, cooperation, and obedience to worship are integrated, the internalization and actualization of these values in students will actually make the student achieve good learning outcomes, both in the form of cognitive mastery and skills in the field of study.

d) Development of Character Education Model

According to Abdul Majid and Dian Andayani the model of character education development inspired by Islamic education theory is: there are three models of character education, namely "(1) Tadzkirah Model, and (2) Istiqomah Model, and (3) Iqra-Fikir-Zikir Model".

The Tadzkirah model has the following meanings:

(1) Q: Set an example; the concept of exemplary has been given by the way Allah sent the Prophet to be a good role model. (2) A: direct (give guidance); (3) D: encouragement (provide motivation/reinforcement); (3) Z: zakiyah (pure/clean-cultivating sincere intentions); (4) K: continuity (a process of habituation to learn, behave and act); (5) I: remind; (6) R: repetition (repetition); (7) A (O): organize (8) H: heart. The Istiqomah model has the following meanings:

(1) I: imagination (teachers must be able to generate imagination far into the future, both in terms of the benefits of science and creating technology from nothing that does not exist and is beneficial for human prosperity. (2) S: Student center. Students are the center of activity; (3) Q: Technology (teachers can use technology); (4) I: intervention; human behavior is influenced by the past; (5) Q: Queestion and Answer; Ask and answer; (6) O: Organization (teachers can control the pattern of organization of knowledge that has been obtained by students); (7) M: motivation (teachers can motivate students) (8) A: application; (The peak of knowledge is charity) (9) H: Heart, liver (teachers must able to awaken spiritual strength to students). The Iqra' – Fikir – Dhikr model has the following meanings:

(1) I: inquiry; investigation; Q: Questions;. ask; R: Repeat; repetition; A: Actions; the pinnacle of learning is charity. (2) F: Fun; fun learning activities; I: Ijtihad; the door of ijtihad; K: Concept; I: Imagination; R; Neat. (3) D: Prayer, Z: Zikr, I: Faith, K: Commitment, I: Pledge, and R; reality.

Furthermore, character education can be instilled through a holistic education model covering 3 (three) domains, namely the method of knowing the good, feeling the good, and acting the good. Knowing the good in the form of good (cognitive) knowledge transfer. After knowing the good, feeling and loving the good must be grown, namely how to feel and love virtue as a driving force that can make people always want to do something good so that awareness grows to want to do virtuous behavior, because of their love for that virtuous behavior. After getting used to doing good, then acting the good in the form of real actions to be accustomed to in daily activities.

According to Mulyasa, the character education learning model is carried out with various models, namely: 1) habituation and example; 2) CTL (Contextual Teaching and Learning); 3) role playing (role playing); 4) participatory learning (participative instruction). Of the four models, the author focuses on Contextual Teaching and Learning (CTL). Learning character education through the CTL model can be used to make character education effective and successful in schools, because in its implementation it emphasizes the linkage between learning materials and the lives of students so that they can practice the characters learned in everyday life. Using authentic

assessment. An effective way to link learning to the context of everyday life. Mulyasa (2016), revealed the following six methods.

1. Connecting the discussion of the concept of ethical core values as the basis of character with the daily lives of students; 2. Include material from other fields in the class; 3. In subjects that remain separate there are topics that are interconnected; 4. Combined subjects that unify moral issues; 5. Combining school and work; and 6. The application of moral values learned in school to the community. This character education learning model at universities can be carried out in multidisciplinary subjects such as psychology, science and technology, entrepreneurship and others where character values can be included in these courses.

e) The Role of Character Education Teachers

In the context of the development of the education sector, the teacher is the holder of a very central role in the education process. According to E. Mulyasa, "the function of the teacher is multifunctional. He is not only an educator, but also as a teacher, mentor, coach, adviser, reformer, model, role model, personal, researcher, creativity booster, insight generator, routine worker, camp mover, story teller, actor, emancipator, evaluator, preservative, and culminator".

Efforts to improve the professionalism of educators is a necessity. Teachers must receive training programs in a systematic way in order to remain highly professional and ready to adopt innovations. Teachers must also get "Rewards" (signs of service), appropriate awards and welfare for their dedication and services, so that every innovation and renewal in the field of education can be accepted and lived well. This is where the characteristics of teacher education have quality when presenting teaching materials to students. The quality of a teacher can be measured in terms of morality, wisdom, patience and mastery of subject matter when adapting to student subjects.

According to Nur Arifah D., "teachers or educators have a big responsibility in producing a generation of character, culture and morality. The teacher is an example for students in having a very big role in the formation of student character.

Furthermore, Jamal Ma"mur Asmani, revealed that "The main roles of teachers in character education include: "(a) Exemplary; (b) Inspirational; (c) motivators; (d) dynamics; (e) evaluators". The five roles of the teacher become the starting point in grounding character education. Teachers are expected to be able to play a central role and make themselves role models for all school environments, especially for students, so that teachers have professionalism and full responsibility to build national civilization through character education.

f) Character Education Learning Problems

Character education which is in the spotlight of the government and educators is a new program that is prioritized by the Ministry of Education and Culture. As a new program, it still faces many problems and obstacles. These obstacles are (1) the character values developed in schools have not been described in representative indicators; (2) The school has not chosen character values that are in accordance with its vision; (3) Teachers' understanding of the concept of character education is still not comprehensive; (4) Teachers have not been able to choose character values that are in accordance with the subjects they teach; (5) Teachers do not yet have adequate competence to integrate character values into the subjects they teach; and (6) The teacher has not been able to become an example of the character values he has chosen.

The implementation of character education in schools which are increasingly faced with a number of problems is also triggered by (1) the curriculum is not a standard and static benchmark, remains dynamic and adapts to situations and conditions; (2) character education becomes just a slogan without any real action in schools; (3) the absence of coordination/cooperation between the implementation of strengthening character education in schools and the family environment; (4) the lack of a teacher's role in the implementation of character learning in schools.

CONCLUSION

Character education in schools, aims for every human being or individual to have character values of faith, morals, dare to be responsible so that they become good citizens. The model for developing character education in schools is a model for inculcating character values which consists of teaching, habituation, and imitation. CTL. Furthermore, the character education process must involve all components (stakeholders), including the components of education itself, and the work ethic of all citizens and the school environment.

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