



DEVELOPMENT OF CHARACTER EDUCATION MODEL'S IN SCHOOLS

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Abstract: Education in schools is still believed to be a very powerful medium in building the intelligence, skills and personality of students. School is a place that manages and organizes learning activities that have consistency of intensity and sustainability so that the transformation of knowledge becomes complete, developing the personality and character of students who breathe the noble values of the nation and religion. This study used a descriptive analysis method. This research describes the model of managing character education during a pandemic. This research uses secondary data sources, including the web, journal, and books related to character education. The approach used in this study is qualitative. This qualitative data analysis consists of several activity flows, namely categorization, data reduction, data presentation and drawing conclusions. The development of character education in intensive schools is an effort to awaken and improve learning activities effectively in instilling values and character in every school citizen which includes aspects of knowledge, awareness or will and action in order to carry out values related to God Almighty, oneself, fellow human beings, environment and nationality, so that it is expected to become a generation of quality actions, morality, faith and piety in real life as an Indonesian citizen

Keywords: *Character Education, Development, Models*

ABSTRAK. Pendidikan di sekolah masih diyakini sebagai media yang sangat ampuh dalam membangun kecerdasan, keterampilan dan kepribadian siswa. Sekolah merupakan tempat yang mengelola dan menyelenggarakan kegiatan pembelajaran yang memiliki konsistensi intensitas dan keberlanjutan sehingga transformasi ilmu pengetahuan menjadi lengkap, mengembangkan kepribadian dan karakter peserta didik yang bernafaskan nilai-nilai luhur bangsa dan agama. Penelitian ini menggunakan metode analisis deskriptif. Penelitian ini mendeskripsikan model pengelolaan pendidikan karakter di masa pandemi. Penelitian ini menggunakan sumber data sekunder, termasuk website, jurnal, dan buku-buku yang berkaitan dengan pendidikan karakter. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif. Analisis data kualitatif ini terdiri dari beberapa alur aktivitas yaitu kategorisasi, reduksi data, penyajian data dan penarikan kesimpulan. Pengembangan pendidikan karakter di sekolah intensif merupakan upaya membangkitkan dan meningkatkan kegiatan pembelajaran secara efektif dalam menanamkan nilai dan karakter pada setiap warga sekolah yang meliputi aspek pengetahuan, kesadaran atau kemauan dan tindakan dalam rangka melaksanakan nilai-nilai yang berkaitan dengan Tuhan Yang Maha Esa, diri sendiri, sesama

manusia, lingkungan dan kebangsaan, sehingga diharapkan menjadi generasi yang berkualitas, moralitas, iman dan ketakwaan dalam kehidupan nyata sebagai warga negara Indonesia.

Kata Kunci: *Pendidikan Karakter, Pengembangan, Model*

Introduction

Education is a process in developing each individual to be able to live and live life. Students are educated to be useful people both to the country, and the nation. The Indonesian nation not only puts education as something important, but the Indonesian nation seeks to realize the concept of education by means of coaching, training and empowering Indonesian human resources (HR) in a sustainable and equitable manner. Law No. 20 of 2003 concerning the National Education System which states that the purpose of education is to become a human being who has faith and piety in God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.

The availability of human resources with character is a very urgent need. This is done to prepare for global challenges and the nation's competitiveness. Character education is influenced by very complex factors ranging from education in the family, the living environment, and education in schools.¹

To achieve maximum results, character education in schools is important to be developed constantly. Because schools as formal educational institutions are the ideal generation printers of the nation.² In the management of character education in schools, all stakeholders are involved. The components of education are the content of the curriculum, the learning and assessment process, the quality of relationships, the handling or management of subjects, school management, the implementation of activities, the empowerment of infrastructure, financing, and the work ethic of all residents and the school environment. In order for the management of character education in schools to be optimal, effective, and efficient, effective and efficient management activities are also needed.

Character education is actually nothing new. Since the beginning of independence, the old order period, the new order period, and the reform period have been carried out under different names and forms. However, until now it has not shown optimal results, as evidenced by social phenomena that show characterless behavior as mentioned above. In Law no. 20 of 2003 concerning the National Education System, it has been emphasized that "national education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have good morals and noble, healthy, knowledgeable, competent, creative, independent, and a democratic and responsible citizen.

Character education in schools is also closely related to school management. The management here includes the management functions of character education starting from planning, organizing, implementing, and controlling or evaluating it. Thus, school management is an effective process in character education in schools.

¹ Yudi Kuswandari dan Emma Himayaturrohman, *Pembudayaan Nilai-nilai Islam dalam Membangun Karakter Bangsa (Studi Kasus di Sekolah Menengah Kejuruan Negeri 1 Cimahi)*. *Tatar Pasundan: Jurnal Diklat Keagamaan Bandung*, Vol. 12 (34) 2018:268

² Ramlin, *Karakteristik Pendidikan Karakter Siswa Pada Jenjang Pendidikan Dasar*. *Tatar Pasundan: Jurnal Diklat Keagamaan Bandung*. Vol.12 (32) 2018..



Education in schools is still believed to be a very powerful medium in building intelligence, skills and personality of human children for the better. Therefore, education is continuously built and developed so that in the process of its implementation it produces the expected generation.

Human character is inherent in a person's personality and is shown in the behavior of everyday life. Since human beings were born in the world has had a potential of character indicated by their cognitive abilities and innate traits. Innate character can develop, if it gets the treatment of learning from its environment. The family is the first and main learning environment that the child acquires which is the basis for developing character until adulthood. The development of intelligence is accompanied by the mental development of other personalities until adolescence. After adulthood, the intelligence and behavior of the personality are already relatively stable. Therefore, if you want to develop intelligence and character, the right time is at the age of children to adolescence.

Educational institutions in developing the teaching and learning process not only pay attention to cognitive and psychomotor abilities, but also develop a complete mental / personality attitude or noble character. Educational activities are processes that have consistency, intensity, and continuous so that the process of transforming science becomes complete in accordance with the objectives. The educational process not only forms smart Indonesians, but needs to have a personality or character, so that later a generation of the nation will be born who grow and develop with a character that breathes the noble values of the nation and religion.

Efforts to develop character education in schools are processes that can generate effective learning activities aimed at instilling values and character in every school citizen which includes aspects of knowledge, awareness or willingness and action to carry out these values, both towards God Almighty, oneself, fellow human beings, the environment and nationality, so as to become a human being with moral quality.

Character education that is integrated into learning various fields of study can provide meaningful experiences for students because they understand, internalize, and actualize it through the learning process. Thus, these values can be absorbed naturally through daily activities. If these values are also developed through the school culture, it is likely that character education will be more effective. The formation of character must be a top priority because it has been proven that in people's lives there are many problems caused by bad character. More so if we crave happiness in the afterlife.

The implementation of character education has been intensified since the Old Order era with the term moral education, which was then continued during the New Order era under the name PMP education, in the reform era it was known as PPKN and at present it is perfected with the 2013 curriculum, but efforts have been It is already done. as if it has not produced brilliant results because this nation is increasingly sinking into a moral crisis. The graph of the number of crimes is getting higher with the mode of operation and crime models that are increasingly varied. Based on the results of research and analysis by experts, one of the causes is failure in the education sector, the increasingly perfect curriculum actually distances students from educational goals. Because there is a need for continuous efforts made by schools as the front gate to realize Indonesian people who believe in and fear God almighty, have noble character, are healthy, knowledgeable, capable and creative, independent and become democratic and responsible citizens.



RESEARCH METHOD

This research uses a qualitative approach where according to researchers it is suitable for solving a research problem that has unknown variables and needs to be explored.³ This type of research is a case study in which Creswell suggests the focus of the case study is the specifics of the case in an event whether it includes individuals, cultural groups or a portrait of life.⁴ Data collection techniques are carried out in several ways, including through interviews, observation and document tracing.

This study used a descriptive analysis method. This research describes the model of managing character education. This research uses secondary data sources, including the web, journal, and books related to character education. The approach used in this study is qualitative. This qualitative data analysis consists of several activity flows, namely categorization, data reduction, data presentation and drawing conclusions.

RESULT AND DISCUSSION

In the Guidelines for the Implementation of Character Education, character education is value education, ethics education, moral education, disposition education aimed at developing the ability of all school residents to give good-bad decisions, exemplary, maintain what is good and realize that goodness in everyday life wholeheartedly. Gunawan defines character education as efforts that are systematically designed and implemented to instill students' behavioral values related to God Almighty, oneself, fellow human beings, the environment, and nationality that are manifested in thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, manners, culture, and customs.⁵

As Hakam explained, value education is an education that considers objects from a moral point of view which includes ethics and norms that include aesthetics, namely assessing objects from the point of view of beauty and personal taste, and ethics that is assessing their right / wrong in interpersonal relationships.⁶ The purpose of value education, according to Suparno, is to make human beings ethical.⁷ Mulyana and Hakam added that value education aims to help learners experience and place values integrally in their lives.⁸

Character education in schools is a vital requirement so that the next generation can be equipped with basic abilities that are not only able to make life-long learners as one of the important characters to live in the global information age, but are also able to act - function with positive participation both as a person, as a family member, as a citizen, and a citizen of the world. For this reason, instrumental efforts must be made for indoctrination to still be used, although the portion is not too large, the level of modeling still needs to be increased; value facilitation which is very suitable for training decision-making abilities is actually not used much, the development of life skills (soft skills) related to values and morality is also not maximized; and (3) the character education climate is not fully conducive. Some of the suggestions put forward include: (1) every educational institution ranging from kindergarten to high school, even tertiary institutions should have a character education program that is integrated with all fields of study through activities both intra and extracurricular; and (2) the institutional context of the school and the learning climate must be conducive to character building.

³ Rulam Ahmadi, *Metodologi Penelitian Kualitatif* (Yogyakarta: Ar-Ruzz Media, 2014) hal.16

⁴ Jhon W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Tradition* (London:SAGE Publications, 1998) hal. 37-38

⁵ Kementerian Pendidikan Nasional, *Panduan Pelaksanaan Pendidikan Karakter* (Jakarta: Pusat Kurikulum dan Perbukuan,2011)hal. 6

⁶ Heri Gunawan, *Pendidikan Karakter, Konsep dan Implementasi*, (Bandung: Alfabeta,2014) hal. 28

⁷ Suparno, *Keterampilan Dasar Menulis* (Jakarta: Universitas Terbuka, Departemen Pendidikan Nasional, 2002)hal.75

⁸ R. Mulyana, *Mengartikulasikan Pendidikan Nilai*. (Bandung: CV. Alfabeta, 2004)hal.117



Character education has the goal of instilling values in students and renewing the order of life together which respects individual freedom more. In addition, character education aims to improve the quality of implementation and results of education in schools that lead to the attainment of character formation and noble character. students as a whole, integrated and balanced in accordance with graduate competency standards.⁹

Character comes from the value of something. A character will be attached to the value of one's behavior. Therefore, in the perspective of character education, there is no child's behavior that is not free from values .¹⁰The character education values developed by the Ministry of Education and Culture are eighteen characters. These values come from religion, Pancasila, culture, and national education goals. The eighteen values are: religious, honest. tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly/communicative, love of peace, love to read, care for the environment, care for the social, and responsibility.¹¹

The basis for character formation is human nature as the Prophet's hadith says that "every baby born in a state of nature, it is his parents who make him a Jew, a Christian will be a Magistrate". The role of parents in this hadith is to provide stimulation, in the form of knowledge, environment, teaching and example so that the Islamic Nature that Allah has given us from birth is maintained and does not turn into a Jew, Christian or Zoroastrian. Thus there are two potentials for character formation in humans, namely something that is owned from birth and the environment that is given a place to learn and shape their character so that individuals have different characteristics/specialties.

Character also shows how a person behaves. If someone is behaving dishonestly, cruelly, or greedily, it can be said that person is manifesting bad behavior. Conversely, if someone behaves honestly, responsibly, likes to help, of course that person manifests noble character. The term character is also closely related to 'personality'. A person can only be called a person of character if his behavior conforms to moral principles. Thus, good character education must involve not only aspects of good knowledge (moral knowing), but also feeling well or loving the good (moral feeling) and good behavior (moral action). Emphasizing these aspects is necessary so that students are able to understand, feel and practice virtue values at the same time, without having to be indoctrinated or ordered to be forced.

A. The Role of Schools in Character Education

A school is a place or institution that manages and organizes teaching and learning activities in accordance with the goals to be achieved in the national education system. In the school environment character education must involve all existing components of education.¹² Among the existing components are teaching objectives, the content of the educational curriculum, the teaching and learning process, subject management, assessment, school management, extracurricular activities in schools, equipment, facilities and infrastructure and their use and all those involved in educational activities in schools. All of these components must be managed and built in an effort to develop student character education.

Character education is a system of instillation of good values to all involved and as school citizens, so as to have knowledge, awareness and action in carrying out character values. All school residents involved in this character development are essentially an effort to build the character of

⁹ Samani, M,d. *Konsep dan Model Pendidikan Karakter*. Bandung: Remaja Rosdakarya, 2011

¹⁰ Zubaedi, *Pendidikan Karakter Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*. Jakarta: Prenata Media Group, 2011

¹¹ Zuchdi, *Model Pendidikan Karakter Terintegrasi dalam Pembelajaran dan Pengembangan Kultur Sekolah*. Yogyakarta: UNY, 2012

¹² Azzet, *Urgensi Pendidikan Karakter di Indonesia*. (Yogyakarta: Arruz Media, 2011) hal.36



students. These conditions are important so that learners see, live and obtain concrete examples or examples of a conducive environment with good character that is growing and developing in their personality. As an important role model is the teacher. Teachers have duties and responsibilities related to their ability to improve learning processes and outcomes.¹³ The concept of good character education cannot work, if the teacher who educates and teaches in schools cannot be a good example in behaving and behaving in schools. Teachers in schools are expected to provide good learning environments to shape, develop and strengthen the character of their students. Character education is difficult to achieve success, if the enthusiasm that the teacher has is not because of love for the world of education, but only because of the need for work or social status.

Character education in schools is an effort that must be designed and carried out in a directed and systematic manner in providing guidance and assistance to students to instill human behavior values related to Almighty God, oneself, fellow human beings, the environment, the nation and the state.

1. Character Education at Elementary School Age

Education at this level that is effective is a character education model that uses a comprehensive approach. The character education approach is integrated into various fields of study. The methods and strategies used vary wherever possible including instilling exemplary, facilitating values and developing soft skills (such as: critical thinking, creative, communicating effectively, and being able to overcome problems). All school residents: principals, teachers, students, administrative staff, school guards, school stall managers, parents and community leaders need to work collaboratively in implementing character education programs. The place of implementation of character education both in the classroom and outside the classroom in various school activities.¹⁴

2. Character Education in Adolescence (Middle and High School)

Development of the integration of directive speech acts in the application of noble moral education and national character. The directive speech act model of the principal, educators and education staff to students can be classified into three (3) categories, namely: orders, requests, and suggestions. The command model is actualized in actions: forbidding, reminding, commanding, reprimanding, urging and requiring. The demand model is actualized in action: begging, encouraging and inviting. The suggestion model is carried out with activities: advising, advocating, offering, encouraging, inviting and advising. The command model is integrated with role-playing models, simulations and group discussions. Requests are integrated in exemplary, simulated and role-playing actions. The suggestion model is integrated in social service activities, field trips and problem solving.¹⁵

B. Development of Character Education in Schools

Educational institutions in managing and organizing character education have a purpose. The functions of these objectives are: (1) as a direction for the educational process, (2) a source of motivation that moves educational personnel to put all their time and energy on the goal, (3) become the basis or criteria for carrying out an assessment of educational performance.¹⁶

¹³ Suryosbroto, *Proses Belajar Mengajar di Sekolah*. (Jakarta: Rineka Cipta, 2009) hal.15

¹⁴ Darmiyati, Zulhandan, dan Muhsinatun, Pengembangan Model Pendidikan Karakter Terintegrasi dalam Pembelajaran Bidang Studi di SD. *E-Jurnal: Cakrawala Pendidikan*. Universitas Negeri Yogyakarta, 2010

¹⁵ Mulyani, Model Integrasi Tindak Tutur Direktif dalam Penerapan Pendidikan Akhlak Mulia dan Karakter Bangsa bagi Pelajar SMA. *Jurnal Penelitian Inovasi dan Perekayasa Pendidikan* No.2(1) 2010

¹⁶ Koesoema, *Pendidikan Karakter, Strategi Mendidik Anak di Zaman Global*, (Jakarta: Grasindo, 2007) hal.64



Character development must be continuously carried out holistically from all educational environments, namely: family, school and community. It was explained by Lickona, Schaps and Lewis that, in developing character education is done by habituation to behave and behave positively and stay away from negative behaviors, by: (1) promoting the values of a code of ethics based on positive character, (2) defining character comprehensively to think, feel and behave, (3) use an effective, comprehensive, intensive and proactive approach, (4) create a caring school community, (5) providing opportunities for students to perform and develop moral actions, (6) developing challenging and meaningful curricula to help all students achieve success, (7) generating intrinsic motivation to learn and be good people in their environment, (8) encouraging all teachers as a professional and moral community in the learning process, (9) stimulating the growth of transformational leadership to develop education lifelong character, (10) involving family and community members as partners in character education, (11) evaluating the character of school residents to obtain information and stimulate subsequent character education efforts.¹⁷

The development of character education is part of the school program, not just the responsibility of one subject, one teacher, or one activity. The development of character education is integrated through school rules and regulations, classroom teaching and learning processes and comprehensive extracurricular activities.

Development of character education to learners so that they grow and develop alongside the values associated with: Almighty God, oneself, fellow human beings and the national environment.

1. Characters Related to God Almighty

The character value associated with Almighty God is a religious value developed in the learner is the awakening of thoughts, words and deeds that are pursued based on divine values or derived from the religious teachings he adheres to. The teachings of a person's religion are truly understood and practiced in everyday life.

2. Characters Related to Yourself

In this character what needs to be developed is honesty, responsibility. A responsible human being is one who has attitudes and behaviors that can carry out his duties and obligations both to Almighty God, oneself, society, social environment, surrounding nature, nation and country. Other characters are self-confidence, discipline, hard work, the ability to be independent, curiosity about something better or deeply and love science, entrepreneurial spirit, healthy lifestyle.

3. Characters Related to Fellow Humans

This character education has aspects: awakening awareness of the rights and obligations of oneself and others, democratic, trying to do something useful to others and appreciating the work of others, saying and behaving politely, obeying social rules.

4. Characters Related to the Environment

This character education has aspects including: social and environmental care, respect for national values and a nationalist spirit. Social care character is an attitude and action that always strives to be able to provide assistance to others or citizens in need. The character of caring for the environment can be shown by attitudes and actions that always seek to prevent the natural environment that occurs around us and strive to repair the damage to nature that

¹⁷ Lickona T. Schaps, E, and Lewis, E. *CEP'S Eleven Principles of Effective Character Education* (Washington DC: Character Education Partnership 2010)



occurs. Including part of the environment is the existence of the Indonesian nation and state. Therefore, educational institutions are obliged to build the character of their students in order to appreciate national values and have a nationalist spirit. The character of loving national values is being able to think, act and be insightful that puts the interests of the nation and the state above the interests of oneself and its group. The character of the learners developed is nationalist in spirit. A nationalist spirit can think, behave and do that shows loyalty, concern and high appreciation for the language, social, cultural, physical, political and economic environment of his nation. The development of good character education for students is an effort to develop learning motivation in order to achieve optimal learning achievements.

Conclusion

Efforts are made in the development of character education in schools through educational activities related to school components, at the elementary school education level are very effectively carried out in schools. The school environment (teachers and students) has a strong role in shaping the character of the child. At the junior high and high school education levels, at this time adolescents are in the stage of growth and development. Teenagers have a labile personality and are looking for an identity to form a permanent character. Education in adolescence becomes an important moment and determines the character of a person after adulthood. There needs to be good cooperation and communication between schools and families in developing the character of adolescents. The educational process in schools is developed effective teaching and learning activities aimed at instilling values including aspects: knowledge, awareness / will and action to students in order to have a commendable character and noble character. With this good character education, students can develop learning motivation in an effort to improve optimal learning achievement.

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