



## 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.

## INTRODUCTION

National development priorities as outlined in the National Long Term Development Plan (RPJP) for 2005 - 2025 (UU No. 17 of 2007) include, among other things, creating a society with noble, moral, ethical, cultured and civilized society based on the Pancasila philosophy." One effort to make this happen is by strengthening national identity and character through education. This effort aims to form and develop Indonesian people who are devoted to God Almighty, obey the rule of law, maintain internal and inter-religious harmony, carry out intercultural interactions, develop social capital, apply the noble values of the nation's culture, and have pride as a nation. Indonesia in order to strengthen the spiritual, moral and ethical foundations of nation development. National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, which aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, be independent, and become democratic and responsible citizens. Education is an important part of human life that can never be abandoned. Education is not a process that is organized regularly, planned, and uses learned methods and is based on rules that have been agreed upon by a community or state, but rather is a part of life that has been going on since humans existed. Education can be considered as a process that occurs intentionally, planned, designed and organized based on applicable rules, especially legislation made on the basis of agreement. Education as an activity and process of deliberate activity is a symptom of society when it begins to realize the importance of efforts to shape, direct and regulate humans as the community aspires. Before we discuss character education further, let 's look at the following data which gives us an idea:

- 158 regional heads were involved in corruption during 2004-2011
- 42 DPR members were involved in corruption in the 2008-2011 period
- 30 DPR members for the 1999-2004 period were involved in the DGS BI election bribery case
- Corruption cases occur in various institutions such as KPU , KY , KPPU, Directorate General of Taxes, BI, and BKPM

Kompas Research and Development Now after reading the facts above, what do we think? Well, these are several cases that make our hearts "stop" when we see the behavior of state officials, who of course are intellectually intelligent people, but why do they do such things because they do not have a personality of character. Character education is now absolutely necessary, not only at school, but at home and in social environments. Even now, character education participants are no longer young children to teenagers, but also adults. Absolutely necessary for the survival of this Nation. Imagine what competition will emerge in the coming years? What is clear is that this will be a burden for us and today's parents. At that time, today's children will face competition with their peers from various countries in the world. Even those of us who will still be

working that year will feel the same feeling. The demands for quality of human resources in the next millennium certainly require good character. However, the character is the key to individual success. From a study in America, 90 percent of cases of dismissal were caused by bad behavior such as irresponsibility, dishonesty and poor interpersonal relationships. Apart from that, there is other research which indicates that 80 percent of a person's success in society is determined by emotional quotient. Based on the background above, the author created

## **METHODOLOGY**

Method used is grounded research to obtain and analyze data about the importance of character education in the world of education. The design strategy for this research is

1. The influence of character education on the world of early childhood education
2. The influence of character education in the world of youth/adult education

Character education is an important aspect in the world of education. Research on the importance of character education in the world of education aims to gain a deeper understanding of the concept of character education, the need for character education in society, as well as effective methods for implementing character education in educational institutions. In this research, research methods will be explained that can be used to study the importance of character education in the world of education.

### **1. Literature Study**

The literature study method is used to gain an in-depth understanding of the concept of character education. At this stage, researchers will search for and collect references related to character education, in the form of scientific articles, books, journals and other trusted sources. These references will be analyzed in depth to understand the concept of character education and the importance of implementing character education in the world of education.

### **2. Survey**

The survey method is used to collect data regarding the need for character education in society. Researchers will design a questionnaire consisting of questions related to people's perceptions and understanding of the importance of character education. The questionnaire will be distributed to respondents who are the general public involved in the world of education, such as students, teachers, parents and other education personnel. The collected data will be analyzed and presented in graphic or table form.

### **3. Participatory Observation**

The participatory observation method is used to observe and understand the implementation of character education in educational institutions. Researchers will be directly involved in educational activities at educational institutions that have implemented character education.

This observation was carried out with the aim of gaining a deeper understanding of effective methods in implementing character education, the challenges faced by educational institutions, and the impacts resulting from the implementation of character education.

#### 4. Interview

The interview method is used to obtain perspectives and views from various stakeholders in the world of education. Researchers will interview teachers, school principals, parents and students to obtain information about their views regarding the importance of character education and their experiences in implementing character education in educational institutions. Data obtained from interviews will be analyzed qualitatively to identify emerging themes and patterns.

#### Data analysis

Data collected from the above research methods will be analyzed using qualitative and quantitative approaches. Qualitative data analysis was carried out by identifying themes and patterns that emerged from literature studies, participant observation and interviews. Meanwhile, quantitative data analysis is carried out by processing survey data using statistical methods. The results of data analysis will be used to answer research questions and develop conclusions that support research objectives.

## DISCUSSION

Character education is a system of naming character values which includes components of knowledge, awareness or will, and actions to implement these values, both towards God Almighty, oneself, others, the environment and nationality. The development of national character can be carried out through the development of a person'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 carried out in the relevant social and cultural environment. This means that the development of culture and character can be carried out in an educational process that does not separate students from the social environment, community culture and national culture. The social and cultural environment of the nation is Pancasila, so cultural and character education is developing Pancasila values in students. educate through heart, brain and physical education. Character education or character education since the beginning of the emergence of education has been considered by experts as something that is necessary. John Sewey, for example, in 1916 said that it is commonplace in educational theory that character formation is the general goal of teaching and character education in schools. Then in 1918 in the United States (US), the Secondary Education Reform Commission appointed by the National Education Association made a historic statement regarding namely.

Education towards the formation of students' national character is the responsibility of all teachers. Therefore, the coaching must also be done by the teacher.

Thus, it would be inaccurate to say that educating students to have national character is only left to certain subject teachers, for example PKN teachers or PAI teachers. Although it can be understood that those who are dominant in teaching national character education are teachers who are relevant to national character education. Without exception, all teachers must make themselves as authoritative role models for their students. Because it will not have any meaning if a Civics teacher teaches solving a problem in a way that is contrary to democracy, while another teacher uses an authoritarian way. Or a religious education teacher answers his students' questions in a reasonable way while other teachers just say carelessly in their answers.

Education is an important part of human life that can never be abandoned. As a process, there are two different assumptions regarding education in human life. First, it can be considered as a process that occurs accidentally or occurs naturally. Education is not a process that is organized regularly, planned, and uses learned methods and is based on rules that have been agreed upon by a community (State), but rather is a part of life that has been going on since humans existed. This understanding shows that basically humans are naturally creatures who learn from natural events and existing symptoms of life to develop their lives. Second, education is considered a process that occurs intentionally, deliberately, and is organized based on applicable rules, especially.

#### *Character Education Objectives*

Development of Cultural Education and National Character, Understanding Cultural Education and National Character Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (UU Sisdiknas) 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 nation's character and civilization which is useful in order to educate the nation's life, aims to develop the potential of students to become human beings who believe in, and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." The aim of National Education is a formulation of the qualities of Indonesian people that must be developed by each educational unit. Therefore, the formulation of the objectives of National Education is the basis for developing cultural education and national character. To gain insight into the meaning of cultural education and national character, it is necessary to put forward the meaning of the terms culture, national character and education.

Cultural and National Character Education Values are values developed in cultural and national character education and identified from religious sources, because Indonesian society is a religious society, the lives of individuals, society and the nation are always based on religious teachings and beliefs. Politically, state life is based on values originating from religion. And the second source is Pancasila, Pancasila: The unitary state of the Republic of Indonesia is founded on the principles of national and state life called Pancasila. Pancasila is found in the Preamble to the 1945 Constitution and is further explained in the articles

contained in the 1945 Constitution. This means that the values contained in Pancasila are the values that regulate political, legal, economic, social, cultural and artistic life.

Cultural and national character education aims to prepare students to become better citizens, namely citizens who have the ability, will and apply the values of Pancasila in their lives as citizens. Culture is a truth that no human being living in society is not aware of the cultural values recognized by the community. These cultural values are used as the basis for giving meaning to a concept and meaning in communication between members of the community. This cultural position is important in cultural education and national character .

### ***Strategy for Implementing Character Education***

The Character Education Strategy that will be discussed is the Character Education Strategy through the Multiple Talent Approach (Multiple Intelligence). 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 become intelligent, and this method is usually marked by academic achievements obtained at school and the students taking intelligence tests. For example, this method is through words, -words, numbers, music, pictures, physical activities or motor skills or through social-emotional means.

According to Gardner (1999), humans have at least 9 intelligences. Nowadays, human intelligence cannot only be measured by their 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 9 multiple intelligences, if understood properly, it 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 whatever they want to know. For parents or teachers, what is needed is creativity and sensitivity to hone the child. Both teachers and parents must also think openly outside the traditional paradigm. Intelligence is not something that is fixed. Intelligence is like a set of skills that can be grown and developed. Intelligence is the ability to solve problems, the ability to create new problems to be solved, the ability to create something valuable in a society's culture. Through the introduction of Multiple Intelligence, we can learn 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

## **CONCLUSIONS**

The conclusions of this article are as follows:

1. Character education is a system of naming character values which includes components of knowledge, awareness or will, and actions to implement these values, both towards God Almighty, oneself, others, the environment and nationality.

The development of national character can be carried out through the development of a person'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 carried out in the relevant social and cultural environment.

2. 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 students' potential, which is potential development that builds a self-concept that supports mental health.

3. The aims of National Character Education include the following:

- a) Developing the affective potential of students as humans and citizens who have cultural values and national character
- b) Develop student habits and behavior that are commendable and in line with universal values, cultural traditions and national character
- c) Instilling a spirit of leadership and responsibility in students as the nation's next generation
- d) Developing students' abilities to become independent, creative, national-minded humans
- e) Developing the school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a high and strong sense of nationality.

## **SUGGESTION**

The suggestions that the author can convey are:

1. Character education is absolutely necessary now, not only at school, but at home and in social environments.
2. The implementation of character education is no longer targeted at early childhood to adolescence, but must also be implemented until adulthood.
3. Apart from being given at school, character education must start from the household, namely education from parents .

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