

## GROWING THE CHARACTER VALUES TO STUDENTS

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**Abstract:** At this time student delinquency is very concerning. They acted as they pleased as if they had never learned about education of character at school. This study aims to review how the strategy of applying character values to students in the school to prevent immoral actions like what happened at this time. This is a literature study where books, concepts, and the results of previous studies are used to produce information concerning with character values. Based on literature analysis, it was argued that applying the character values to students, that all schools must collaborate starting from the principal, teacher, parents, and all school residents must do four components namely applying characters with role model, application in learning, habituation, and punishment. The conclusion is when these four components are implemented by schools' stakeholder then the growing characters values to students will succeed.

**Keywords:** Growing, character values, students

## INTRODUCTION

Education is essentially to make human beings intelligent and characterized, but because the supporting factors in character education are not fulfilled, making students do behavior that should not be done by a student. In many cases I found out how damaged the character of some students in Indonesia.

The survey results of the National Narcotics Data and Information Research Center of the Republic of Indonesia (2017) stated that out of 34 provinces studied there were 40% of narcotics misuse carried out by students. In addition to drug cases, students are also involved in smoking cases.

Based on data from Republika (2018) states that children aged 10-14 years have reached 10% who smoke. From CNN Indonesia, the data from the 2014 Global Youth Tobacco Survey (GYTS) stated that 18.3% of Indonesian students aged 13 to 15 years already had smoking habits with 33.9% male and 2.5% female. While smoking for students especially elementary school to high school is an act that violates school rules. Children will become more consumptive, to buy cigarettes at a price that is quite expensive, of course children who are still in school can not buy with their own sweat money, they will ask to parents and if they don't get what they want they will not hesitate to cheat or commit theft.



Nurul Hidayati (Liputan6.com, 2017), said that this happened because of several factors including the influence of the environment and gadget. Negative environment will result in negative children's behavior plus from the family or school does not provide the best guidance to children so that the child will lose his example and enlightenment and will do as he pleases where he feels freedom and comfort even though the behavior he is behaving is negative behavior. Likewise with the gadget, according to Nurul Hidayati, children who are free to watch gadget without monitoring from the family will have fatal consequences for the child. Children will see pornographic sites that are inappropriate for their age and if they are left unchecked, they will compress against deviant behaviors such as pregnancy outside marriage, divorce, and abortion.

Likewise, acts of violence against adolescents, from the UNICEF Data in 2016 showed that violence against fellow adolescents in Indonesia is estimated at 50% (Iro, 2018 in [fk.fgm.ac.id](http://fk.fgm.ac.id)), this is a pretty big number imagine how a teenager can who are expected to become heirs of the nation's civilization to bully with their fellowmen even though in school they have received citizenship lessons that teach the spirit of unity and brotherhood, of course this is not in accordance with the learning objectives and very far from the norms that should be.

The reality of this acute moral problem which then places the implementation of character education as something important. The phenomenon raised is certainly not allowed to be left alone, there must be efforts made so that juvenile delinquency and deviations of character can be handled properly by all parties concerned. One of the parties who can become the agent of change from the case is from the school. Schools must be able to be a place to change someone from what is not good to be better. Especially teachers who are the closest people to students in schools who are substitutes for their parents and as respected people and all their actions will be imitated by students. So do not be surprised if this is an attraction to be studied. Like Ahmad Anshari who links the planting strategy of the value of character education with Islam, then Nia Nur Aida which links the planting of character education with pencak silat, and Sirajuddin pious who writes about the role of educational institutions in shaping the character of the nation.

Samani, Jauhari, & Elisah (2011: 32); Mulyasa (2013: 10); and Samani & Hariyanto (2013: 29-30) state that the success of character education programs can be known through the achievement of indicators by students as stated in the graduate standard in school which includes;

1. Implementing the teachings of the religion adopted according to the stages of human development;
2. Understanding your own weaknesses and strengths;
3. Show self-confidence;
4. Comply with social rules that apply in a wider environment;
5. Respecting the diversity of religions, cultures, tribes, races and socio-economic groups in national linkups;





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6. Search and apply information from the surrounding environment and other sources logically, critically, and creatively;
7. Demonstrate the ability to think logically, critically, creatively, and innovatively
8. Demonstrate independent learning abilities according to their potential;
9. Demonstrate the ability to analyze and solve problems in everyday life;
10. Describe natural and social symptoms;
11. Utilizing the environment responsibly;
12. Applying the values of togetherness in the life of being a nation, nation and state;
13. Appreciate artwork and culture;
14. Appreciate work assignments and have the ability to work;
15. Applying clean, healthy, fit, safe life, and utilizing free time well;
16. Communicate and interact effectively and politely;
17. Understanding the rights and obligations of oneself and others in the community, respecting the facts of differing opinions;
18. Show the penchant for reading and writing;
19. Demonstrate listening, speaking, reading and writing skills;
20. Mastering the knowledge needed for further study; and
21. Have an entrepreneurial spirit

Schwartz (2008) in Samani & Hariyanto (2013: 168-175) describes the principles of effective character education, namely:

- a. Character education must promote ethical core values as a foundation for the formation of good character;
- b. Characters must be comprehensively understood including thoughts, feelings and behavior;
- c. Effective character education requires a truly and proactive approach and promotes core values in all phases of life;
- d. Schools must be a caring community;
- e. Providing opportunities for students to take moral actions;
- f. Effective character education must be complemented by a meaningful and challenging academic curriculum that respects all learners and helps them to achieve success
- g. Character education must significantly develop students' personal motivation;
- h. All school staff must be a learning community and a moral community that all share responsibility for character education, and striving to develop the same core values becomes a guide to character education for students;
- i. The implementation of character education requires the moral leadership needed for school staff and students;
- j. Schools must recruit parents and community members as full partners in character building efforts;
- k. Evaluation of character education must also assess the character of the school, assess the function of school staff as character educators, to the assessment of how students manifest good character.

According to Aushop (2014: 3) factors that can influence the formation of students' character include:

- a. The style of value invested;
- b. Exemplary of the idol;
- c. Habituation;
- d. Reward and punishment; and
- e. Needs

Within the scope of educational institutions schools, Mulyasa (2013) states that the key to the success of character education in schools is:

- a. Understand the nature of character education;
- b. Proper socialization;
- c. Create a conducive environment;
- d. Support with adequate facilities and learning resources;
- e. Grow discipline of students;
- f. Choose a trustworthy leader;
- g. Realize a teacher who can be invoked and imitated; and
- h. Involve all school residents.

## METHODOLOGY

Character education according to Prasetyo 2013 defines that character education is the planting of character values to students with three components, namely knowledge of awareness or willingness and actions to do good values towards God Almighty themselves as well as environment and nationality so that they are expected to be human beings Insan Kamil who has a principle of truth that can be accounted for by themselves. This study aims to write the concept of planting character values for students by using literature studies library research studies literature libraries are researches by examining issues that occur through books and other literature journals so that produce a solution on how to cultivate the values of character education for students can be done with the order.

## RESULT AND DISCUSSION

Based on previous research results obtained that to instill the values of character education in students, a teacher must take the following actions:

### 1. Exemplary

According to Hasbullah (2012) exemplary means behavior or words that will be imitated by children so that a positive identification symptom in which the child then forms an alignment with the person imitated here explains that someone needs a role model to be followed either from behavior or words while 2001 abudin said that Exemplary is an educational method that is applied by giving the best examples in the form of real behavior especially worship and morals while Mulyasa 2012 explains that





exemplary is habituation in the form of everyday behavior such as well-dressed good language diligently read praising the goodness or success of others coming on time from here we conclude that exemplary is the giving of real examples in the best everyday to students in accordance with the desired goals in order to transfer knowledge from educators to exemplary students this summarizes in two ways, namely in terms of words and deeds.

Based on research from Samrin (2016) explained that in planting the character values of exemplary is a very important thing because basically humans will behave according to what he sees and he knows this is reinforced by Danang Prasetyo, at.al., (2016) which conducts character development research to the Citizenship Education teacher he emphasized that the example carried out included exemplary in terms of speech, personality traits, attitudes and appearances in accordance with the religious character of democratic discipline, nationalism, love, homeland, love, peace, care for the environment and social care.

## 2. Application in learning

The application in learning which is meant by the application in learning is that planting the values of character education is applied in the teaching and learning process in the classroom such as the Research conducted by Binti Maimun (2015) which reveals that the management of character education can be taken in two ways, namely internal and external Internal strategies include teaching and learning activities in the classroom of daily activities in the form of school pupils, habituation activities, kokurikuler and extracurricular activities, while external strategies can be pursued through collaboration with parents and communities. Darlina, at.all., (2016) conducts research on the implementation of character education in the process of learning and teaching in science subjects. While Saiful Bahri (2015) also added that the implementation of character education in schools included three areas, namely in learning, extracurricular and school cultural.

## Habituation

Learning the values of character education through this habituation is doing the character education values that exist and has been done by students where this is an advanced stage after the example and delivery in the learner. This was stated by Muhammad Kristiawan 2017 where he explained that all school residents must actively participate in achieving superior character education by applying 14 types of habituation that must be carried out by all parties of the school.

1. Make educators as role models
2. Cultivate manners
3. Foster religious attitude
4. Professionals in the process of learning and teaching
5. Carrying out the process of learning outcomes consistently, transparent and continuous, optimizing the improvement and enrichment program
6. Always motivates students
7. Optimizing coaching in making writing
8. Helping students to explore their potential
9. Optimizing coaching to groups like Computer information technology subject.



- j. Apply the use of English in communication between school residents
- k. Optimizing the existing potential
- l. Developing a sense of social care
- m. Empowering all the potential that exists in the school environment
- n. Implementing quality management by involving all school residents.

#### 4. Punishment

According to Muhammad Anas Ma'arif (2017) the purpose of punishment in this education category is as a demand for improvement not as a Meaning or revenge then this punishment is given after the educator knows the nature and condition of the students first and invites the child consciously to prevent mistakes and make it untrue he also explained that there are two categories the perspective of educators in giving penalties is that there are those who agree and some disagree for those who disagree so he advises on violations committed by students and if it has not been successful then he left it alone until there is an improvement itself Raden Ahmad Muhajir Anshori (2016) explained that there were 4 stages in the strategy of planting the values of education in students including exemplary advice and punishment on the model of planting values with the method of harvesting a lot of pros and cons among the wider community but the controversy would be minimized if this method had conditions the conditions that must be carried out when applying a punishment.

### CONCLUSION

Making people intelligent and character must have several strategies so that what is the goal can be achieved. Without all the strategies it would be useless. For example, school wants to create genari that is intelligent and characterized, but if without a nature strategy, all of that will be written. Because making someone smart may be easier than being human in character. School requires a lot of time and energy for it. There have been many previous researchers who want to find out what solutions can be done to overcome this problem. Character education is the cultivation of character values for students so that knowledge arises from understanding and finally the conscious application of students in their daily lives. So it is expected that the problem of juvenile delinquency can be minimized.

Considering the importance of this research, we research the planting of character values for students by using a library research approach, namely research by examining issues that occur through journals, books, and other reading materials so as to produce a solution on how to cultivate character education values towards students can be done. Through the results of the research we obtained with the library research approach, we found that there are four things that must be done by the school so that the values of character education in school can be achieved well by doing:

- (1) Exemplary;
- (2) Application in learning;
- (3) Habituation;
- (4) Punishment.



If the school can do these four elements, it is estimated that planting the values of character education for students will be able to run as planned. In order for the planting of the values of character education to be more optimal, all parties, both from the school, the community, and most importantly, from the family must play an active role and have the same vision and mission to build the character values of children. so as to make children who are moral and highly dedicated in their expertise so that they can become agents of change who are intellectual and of good character.

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The 3<sup>rd</sup> International Seminar on Higher Education

Pekanbaru, November 3<sup>rd</sup>, 2018

ISBN: 978-623-90242-0-8

Pusat Penelitian Data dan Informasi Narkotika Nasional Republik Indonesia : *Survei Penyalahgunaan Narkotika di 34 Provinsi Tahun 2017 Badan Narkotika Nasional (BNN) Republik Indonesia*

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