

Character education as an effort to increase the benefits of human resources

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Abstract

The dynamics of the authoritarian orders of life to the democratic life at least cause a variety of new social problems such as instability in politics, socials, economics, and law and the most important thing is the instability of value. The rapidly changing dynamics of life will cause the new problem in the order of social life it is balanced character education in the society. The lack of control by the state as law enforcement and community justice can eventually erode the public trust in state administrators. The new social problems are the loss of the value of social life in a transitional society that need to be taken seriously through the state- characterized education as follows: (1) the waning of value in social life and citizenship (2) the degradation of value of tolerance in society (3) the waning of values of honesty, and a sense of mutual help (4) the weakening of values in the family (5) the practice of corruption, collusion and nepotism in the governance (6) the damage in the system and economic life (7) the violation of the nationality values. During this time, informal education, especially in the family environment has not significantly contributed in supporting the achievement of competence and character formation of the students. The relatively high bustle and working activity of parents, the lack of understanding of the parents in educating children in the family environment, the influence of the association in the neighbourhood, and the influence of the electronic media are considered to be able to give negative effect to progress and achievement of the students' learning outcomes. One of the alternatives to overcome these problems is through the integrated character education, namely to integrated and optimize the activities of informal education in the family environment with formal education at school. An important agenda that needs attention to overcome this problem is how to build the characteristics of nation based on the local potential and excellence through education. The second is the last bastion of civilization guard when all educational institutions are not able to function optimally.

Keywords: character, education, nation

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1. Introduction

Changes in the order of life authoritarian to democratic life, at least leaves new social issues that instability in political, economic, legal and more fundamentally in value. Social dynamics are changing rapidly is not matched by character education in the community will leave new issue or problem in order to live together. Lack of control by the state as law enforcement and justice communities can eventually decrease public confidence in state officials. Some new social problems such as the loss of values common life in transition Indonesian society that need to be taken seriously through the educational character of the nation: a). Waning life of citizenship and values of the community, b). The decline of tolerance value in society, c). The waning values of honesty, and a sense of mutual help d). The weakening of the values in the family, e). Corruption, collusion, and nepotism in the government organization, f). Damage to the system and economic life. g). violation of national values.

During this time, informal education, especially in a family environment with a flurry of activity and working parents are relatively high, the lack of understanding of parents in educating children in the family environment, the influence of the association in the environment, and the influence of electronic media is considered to have negative effect on the development and achievement of students result. One of the alternatives to overcome these problems is through the integrated character education, namely to integrate and optimize the activities of informal education with formal education family environment at school. In this case, the time learners in schools need to be optimized to improve the quality of learning outcomes can be achieved, especially in the character formation of students.

An important agenda that needs attention to overcome this is how to build a nation based on the characteristics and advantages of local potential through education. The school is the last bastion of civilization guard when all educational institutions are not able to function optimally. Character education, up to now has not shown optimal results, it is evident from the social phenomena that exhibit behaviours that do not have character as mentioned above. Characters are the values of human behaviour associated with the God almighty (Allah SWT), ourselves, our fellow

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human beings, the environment, and nationality embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture and customs.

2. Problem Research

Some new social problems such as the loss of values common life in transition Indonesian society that need to be taken seriously through educational character of nation:

- a. Waning life of citizenship and values of the community
- b. The decline of tolerance value in society, the waning values of honesty, and a sense of mutual help, weakening of the values in the family,
- c. Corruption, collusion, and nepotism in the government organization, Damage to the system and economic life, violation of national values.

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3. Theoretical Review

3.1. Character Education.

Character education from two words character education and character, according to some experts, said education has a different definition-difference-dependending on the angle of view, paradigms, methodologies, and disciplines which in using, among

others: According to the D. Rimba, education is the "Guidance coaching consciously by educators to the development of Physical and Spiritual protégé towards the formation of personality intact [1] Character is a spiritual quality, morals or manners that characterize a person or group of persons [2]

From the definition of these characters can be concluded in summary that the character is the attitude, temperament, character, personality stable as a result of the consolidation process progressive and dynamic.

The nature of a person insinuate responded morally; character, character, character, or personality are formed from the internalization virtue, believed and used as a basis for perspective, think, behave and act; nature of the human soul, ranging from fantasy until transformed into energy.

3.2. Effort

Big Indonesian dictionary definition effort is the effort, effort (to achieve a purpose, solve problems, search for a way out, and so on). While understanding Boost is raised (degree, level, etc.) [3]

3.3. Human Resources

According to Wibowo [4], human resources in any organization, although it has gone through a good selection phase but in the execution of its duties and responsibilities they always face the problem that could not settle up. Therefore, it is necessary resource development.

4. Research Method

Methods of this paper are to use a qualitative approach, descriptive and analytical methods with a variety of case studies. The descriptive analytic method is a method of study that emphasizes the effort to obtain information about the status or symptoms at the time of the study, provides a description of phenomena, also further explain the relationship, as well as attracting the significance of a problem is desired.

Sukmadinata revealed that descriptive research is a form of the most fundamental research and is intended to describe or depict phenomena that exist, both phenomena that are natural or human engineering. The method or methods used in this study is to answer questions literacy study. So this paper can be classified into types of theoretical papers or theoretical paper. Study literacy or literature is a way to find information by reviewing some of the literature / literacy appropriate to answer the research question / study [5]

5. Discussion

5.1. Conclusion the Education Character Design.

The character is trait or personality that is formed from the internalization of various (virtues) who believed and used as a basis for perspective, think, behave and act. Character education is a system of cultivation of character values to the school community, which includes knowledge, awareness or willingness, and actions to implement these values, both to god almighty (Allah SWT), ourselves, others, the environment, and nationality to become a perfect man (insan kamil). In character education in schools, all of the components (stakeholders) should be involved, including the educational components itself, namely the content of the curriculum, learning and assessment process, quality of relationships, handling or management subjects, school management, the implementation of activities or co-curricular activities, empowerment of infrastructure, financing, and the work ethic of all stakeholders and the school environment.

The Ministry of National Education has formulated 18 character values that will be installed in self-learners as an effort to build national character and improve the human resource excellence. The values of these characters are: religious, honesty, tolerance, discipline, hard work, creative, Independent, democratic, curiosity, the spirit of nationalism, patriotism, recognize excellence, communicative, love peace, love reading, environmental care, social care, responsibility [6]

Educational activities can be conducted through formal education, non-formal and informal that can be complementary and enriching. Informal education is family education and the environment. Informal education actually has a role and a huge contribution to the success of education. The Learners follow the education at school is around 7 hours per day or less than 30%. The rest (70%) of students are in the family and the neighbourhood. When to see from the aspect of quantity time, education in schools contributes only 30% of the educational outcomes of students [7]

Operationally grand design becomes a reference conceptual development, implementation, and assessment on every track of educational character level in the context of the totality of the process of psychological and socio-cultural grouped in:

- a. Heart management (spiritual and emotional development).
- b. Thought management (intellectual development).
- c. Sports and kinaesthetic (Physical and Kinaesthetic development).
- d. Sports Sense and intention (Affective and Creativity development). development and implementation of character education need to be done with reference to the grand design [8]

5.2. Implementation of the Education of Character.

Character education in schools is related to school management. The point is how character education is planned, implemented and controlled in educational activities in schools adequately. Management includes, among others, the values need to be instilled, curriculum, learning, assessment, teachers and education personnel, and other related components. Thus, the school management is one of the effective media in character education in schools.

Based on research at Harvard University, United States (Ibrahim Ali Akbar, 2001) turns a person's success is not determined solely by knowledge and technical abilities (hard skills), but rather by the ability to manage themselves and others (soft skills).

The study reveals, success is determined only about 20 percent by the hard skills and the remaining 80 percent by the soft skills. Even the most successful people in the world can succeed because the more widely supported soft skill capability of the hard skill. This suggests that the quality of character education learner is essential to be improved.

Implementation based Cura personal, character education the nation can be realized with a supported several steps or activities, among others:

- Exemplary teachers / parents and community

a. Environment conducive

- Seminars / lectures
- Private contracts / commitments
- Morning assembly
- Reflection
- Extracurricular activities in schools for example:

b. Scouts, PMR etc.

- Code of Conduct
- Involving learners in non-academic activities.
- Integration in the curriculum

In broad outline the implementation of character education material presentation technique can be done through:

5.3. Character education is integrated into the learning in each lesson.

Instructional material relating to norms or values on each subject needs to be developed, explicit, is associated with the context of everyday life. Thus, learning the values of character not only on the cognitive level but touched on the internalization and practice in real life daily learners in the community.

Extracurricular activities are organized during the school is one of the media's potential for character development and improvement of the academic quality of students. Extracurricular activities are educational activities outside of subjects to assist the development of learners in accordance with the needs, potential, talents, and interests through activities that are specifically organized by educators and education personnel which are capable at school.

Through extracurricular activities are expected to develop the ability and sense of social responsibility, as well as the potential and achievement of learners. Basically learning activities, in addition to making learners master the competencies (material) were targeted, well designed and carried out to make the learners know, realize / care, and the values and makes the behaviour [9]

In the structure of the curriculum there are subjects that are directly related to direct (explicit) introducing the values, and in certain level, the learners concerned and internalize values. While the internalization of certain key values in character education has been embraced by a number of countries. Australia, for example, through the Values Education developed with an emphasis on the introduction, it was realized and internalized nine main characters, namely:

- a) care and Compassion
- b) Doing your best
- c) Fair Go
- d) Freedom (Honesty and trustworthiness)
- e) Integrity
- f) Respect
- g) Responsibility
- h) Understanding, tolerance, and inclusion [10]

5.4 Character education as a subject on its own.

Character education at the level of institutions led to the creation of the school culture, the values - values that underlie behaviour, traditions, everyday habits and symbols - symbols that practiced by all citizens of the school, and the community around the school. School culture is a characteristic, character, and the school's image in the eyes of society at large.

Learning of character education as an independent subject which structure and the organization same with other subjects. But the content of the materials and instructional strategies that emphasize the value of character education requires strategies or methods that may facilitate the growth and the development of personality as a whole [11]

Educational character achievement not only determined by the learning material but requires precision selection of strategies and appropriate learning methods. Thus, not only limited to purely cognitive but also effective and psychometric or behaviours that provide opportunities for learners to explore themselves.

6. Conclusions and Suggestion

To build a civilization that affects the lives of the people who are intelligent, necessary human ability (intellectual, and vocational / professional) and character (personality

steady and independent, have a sense of responsibility, and democratic). For that, we need a process of meaningful education civilizing process skills, values, and attitudes. Build a nation's civilization is essentially a development of the human character and character superior in terms of intellectual, spiritual, emotional, and physical which is based on the nature of humanity. Disposition or natural tendency is the starting point of human glory, both as a person's innate from birth or as a result of the education process.

The function of education according to the Law of the Republic of Indonesia Number 20 Year 2003 on National Education system, chapter 3, is to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials to become a man of faith and piety the God Almighty (Allah SWT), noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable.

Therefore, the efforts to improve human resources through character education is strongly needed and it required a good process in internalizing character education values. Learning can be done by integrating the values - the character values into all subjects, and can do character education as a subject itself, or through a combined approach.

Therefore, the approach used in character education are cultural approach. This cultural approach must consider the historical development and progress of the nation, taking into account the scope, both nationally and internationally.

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