

## ORIGINAL ARTICLES

### Model of the Character Education in Developing Countries

**Prof. Drs. Pupuh Fathurahman**

*Faculty of Education and Teacher Training, State Islamic University of Sunan Gunung Djati, Bandung, West Java, Indonesia*

---

#### ABSTRACT

Educational system in Indonesia has undergone several changes. Finally, since 2010 an idea appeared to incorporate aspects of character education. It received good responses from all education stakeholders. The character education reflects the formation of character education students habitat, which is towards the desire to build. Sense - the feeling, how to behave, to recognize and directs the will and building alignments are substances that can only be established through education. The character education should empowered absolutely well as it can forward the character of Indonesia which has not trending. However, this concept has some specific constraints such as the emergence of international school, legal education, and the condition of education in Indonesia today. The solution to this challenge is in the realm of policy commitment and the government itself.

#### *Key words:*

---

#### Introduction

Character education is part of the Long Term Development Plan of the Government of Indonesia. That is, the Indonesian government is very serious about developing a culture of basic character education, during which only relies on the cognitive aspects of it. In line with the passing of this policy, international school and school stubs rapidly emerging international standard. Obviously, this concept becomes interesting when the pros and cons of emerging in simultaneously and in fact there are many school units are not even interested in RSBI, SBI, or other superior schools. This, in addition to using the cost and funding of large, well aware not going to happen dualism of national education system itself.

This concept emerged as an alternative education and aims to prepare students who have a global culture. However, in some countries where the education system grows, this concept does not become a major alternative because it can disrupt the existing education system. National education system is very relevant and a part of life direction the state and nation. He became an integral part of political processes, culture and national culture. Many schools do not take care of foundation leaders interested in SBI (International Standard School) or RSBI because they prefer a basic education as the main character in the empowerment and the establishment of learners. This is done so that learners become a personal with dignity, to have peace, have an attitude of good leadership, regardless of the country, anti-corruption, able to act fairly and honestly. They are not interested in the system of international standards, but is more interested in making the school to develop the scope of the school is located. They believe that character education and life skills are more internalized and add value to formal education in schools.

Surachmad (2009) initiated a national education system based on local wisdom. Education today must be able to develop all the potential for the current generation, but still allow the next generation to further build their future. This article presents the various aspects that need to be prepared to support the implementation of Character Education Development in Developing Countries.

#### *Character Education Process:*

Covey (1989) argues that those who planted the thought will reap the word, who planted words will reap deeds, whowillactreap a habit, who will reap a habit sow a character, who planted a character will reap a destiny.

This opinion indicates that a character will be formed or may be empowered by a long process. The process of forming a character preceded by a process not only have reason to think that intelligence is normal, that is growing minds, not from thought, or any thoughts that arise in the brain/ reasoning person, but it has been the formation of knowledge, think the intelligent power.

Power of reason goes well, it will give birth to an activity or activities/ actions as a result of thinking. Activities and do give birth to physical movements. All of the physical body structure works in accordance with the directives of the brain thought. Characters will not grow up with a sudden and instantaneous, but it requires a continuous change in the body as a command and his mind. After making and continuously trained to think and act, it would appear habituation. People can be as usual.

Men ask essentially think and learn to know something. Teaching and learning has meaning essentially three criteria, namely something called a learning activity or learning something were to happen, if:

- a. The birth of new knowledge
- b. The birth of new capabilities
- c. The birth of the new changes

The growth of the mind that gave birth to the words, deeds, and then grow and appear to form habits that will ultimately character, requires a continuous time and environmental conditions that support, as well as exemplary and should be supported by highly motivated and meticulous.

#### *Condition of Supporting Character Education:*

Empowerment is related to moral character, discipline, work ethic, self-confidence, independence and knowledge, need and potential conditions are clearly focused and conducive environment. Approach and the conditions that affect the education of character, including the following:

##### *1. Modeling:*

Character education is not just the responsibility of classroom teachers and principals but to do with character education starting from the top organizers of the State, to the head of household though. Contribution of another example is the formation of the character of students, socio-economic political system, legal system, security and religious activities.

##### *2. Liberating and fun educational system:*

Teachers/ lecturers who are intelligent, humane and Islamic would be fun for students, because he mastered the fine materials. Very interesting learning management communication between teachers and students, students with students going humane transparent, so the growing motivation, interest is high. Because it is fun and the birth of the interest and motivation, learning is not a burden, but an attitude that ultimately needs to know, learning itself is the call of his life.

Freedom we have, allows us to determine the choice of quality. We do need freedom, but do not forget the responsibility. Responsibility not only lies in bear consequence, greater responsibility would exist when we make choices. Responsible choices means that choice quality. Both of the above responsibilities would not walk own. When we make a quality choice also must receive consequence of every action.

Consequence demanding freedom in choosing a person to understand. This is the struggle of teachers in educating their students. Able to rely on the personal freedom of each settled on usability rather than pleasure and taste. Free education, focuses on the maturity to choose the means to realize the goal of life, becoming a whole person. Basic education is free to use the competence, conscience, and care to choose the means of livelihood in order to reap the ideals that have been selected. So, behind the freedom always comes ready to choose the correct and useful, not just a popular, attractive and well liked.

##### *3. Boarding Campus:*

Character education will go smoothly, when students, teachers and educational staff are only on one campus, living together in dormitories, for 24 hours. Institutional structure and culture of academic life can quickly affect the attitudes and ideals as well as conditioning will continue to walk by the contamination of cultures is difficult to avoid outside influence. As for the students who are in boarding school campus with 5 their character, comprising:

- a. Sincerity
- b. Togetherness
- c. Simplicity
- d. Freedom
- e. Autonomy

Internalization in the form of exemplary behavior, habituation, motivating and conducive environment to flourish boarding school campus. Character education in schools would be easy to grow, if the school has a dormitory for student housing, schools attempt to organize a full day of the learning system.

#### 4. *Cooperative Learning Model:*

Some learning model such as drill, recitation, and methods of coercion alone to pass the national exams are not fully advance the students, both in the field of science and life. Currently students are confronted with two models of learning, namely competition and cooperative model. Model the spirit of competition is growing motivation to win on students and this model directs students to pursue the highest value. But the weaknesses of students will remain sluggish and marginalized, have negative feelings among the opponents, refusing to share and help each other. Because losing focus on winning, not on prose learning. Competition activity is not a pathway for learning purposes. Model of competition led to students trying to win by any means (Lie: 2010)

While the cooperative model, preparing students as agents of change for a more peaceful future with a quality education. Model of cooperative learning on student be more continuous. Interpersonal relationships even better. Where the bond students with stronger backgrounds, in addition will have a better sense of confidence.

#### 5. *Intelligent teacher, humanist and religious:*

Teacher is the spearhead of the front in the learning activity. Although it is not and is not the only one most responsible for the empowerment of the character of students, most teachers do not have the most strategic position in the formation, character development of students. Of course, before students in character, then the teacher/ lecturer in advance to have a strong character.

The position of teachers in character education not only transform knowledge, but also should be an example, used to train a continuous act, because it's education system is a way of thinking student character, word, deed, physically and psychologically to a habit or behavior of the students themselves. Therefore, teachers are smart means not only qualified in the mastery of the material, not only has the formal competence as academic, social, personal and professional, but smart use of reason, creativity is high, diligently and tenacious as well as full responsibility in performing the task. Then he has a behavioral/ humanist but strong character and a certain character. This means that all concepts of thinking and behavior that are taught actions are not contrary to Islamic values. Teachers communicate with students actually have a spiritual intelligence, emotional which can be followed.

#### 6. *Communication balance:*

Balance, equality of communication between the family environment, social community and school organizations absolutely must happen as well. Habits and ideals is a principal axis in the development of character, then the communication between school, family and social community is very important and significant to be developed. Communication is done by face to face, as well as through social media like facebook, twitter, and so forth.

#### *Conclusion:*

Character education will go well in accordance with that to be achieved, if the condition of national macroeconomic policies, including the national education system with good support. At the operational level, there is a character education at institutions implementing agencies including teachers, students, facilities and infrastructure are very supportive. Some of the challenges that comes after another will be lighter if the government has a commitment and responsibility from design through implementation of character education itself. If this is not just a slogan character education, prestige, or full of dreams and illusions are a sham.

#### **References**

- Banks, James A., Ambrose A. Cleger, Jr., 1985. *Teaching Strategies for the Social Studies*. Third edition. New York.
- Banks, James A., Ambrose A. Cleger, Jr., 1987. *Teaching Strategies for Ethnic Studies*. 4<sup>th</sup> ed. Allyn and Bacon, A Division of Simon & Schuster, Inc.
- Barnes, Barry, 1982. *Thomas S. Kuhn and Social Sciences*. London: The MacMillan Press.
- El-Ma'hady, Muhaemin, 2004. *Multikulturalisme dan PendidikanMultikultural*. Homepage Pendidikan Network.

- Lie, Anita, 2004. *Pendidikan dalam Dinamika Globalisasi*. Jakarta: Penerbit Kompas.
- Lie, Anita, 2005. *Pendidikan Kritis dan Transformasi Masyarakat Kewargaan*. Yogyakarta: Universitas Sanata Dharma.
- Sanusi Achmad, 1998. *Pendidikan Alternatif*. Bandung: Grafindo Media Pratama.
- Scheider, Donald, 1994. *Expectation of Excellence: Curriculum Standarts for Social Studies*. New York: NCSS.
- Sumantri, Muhamad Numan, 2004. *Pendidikan Bidang Studi sebagai Ciri Khas Fakultas Pendidikan dalam Mewujudkan Pendidikan Nasional, dalam Membangun Pendidikan Guru Tingkat Universitas*. Bandung: UPI Press dan IKA UPI.
- Surakhmad, Winarno, 2009. *Pendidikan Nasional - Strategi dan Tragedi*. Jakarta: Kompas Media Nusantara
- Tiedt, Pamela L. and Iris M. Tiedt, 1990. *Multicultural Teaching. A Handbook of Activities, Information, and Resources*. Massachusetts: Allyn and Bacon, A Division of Simon & Schuster, Inc.