

The Strategy Of Character Education In Globalization Era

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Abstract: Education can determine the formation of learners' character, personality, and manners. Therefore, education is considered to be the most responsible for juvenile delinquency among students like brawl, drugs and free sex. Those deviances and crime indicate the low moral, manner and character of the nation. Responding that phenomenon the government through the Ministry of National Education made a new effort of establishing character education model to improve the character and manner of learners. This does not mean that previously there was no character education, however today's government emphasizes systematic character education. In this regard, teacher is the key factor of the successful implementation of character education because teacher makes direct interaction with learners. Teacher is required to prepare learning device and he then implement character education in the classroom. However, most of teachers still do not understand how to prepare Lesson Plan of character education let alone to carry it out. On the other hand, an education system that is supposed to be successful in establishing character building is the educational system in pesantren or madrasa. In principle, implanting characters is more effective through habituation and good example that is more likely pesantren or boarding school that is directly supervised by the teacher.

Index Terms: Strategies, Education, Character, Era, Globalization

1 INTRODUCTION

In other words, those cases were sufficient evidence on the collapse of the Indonesian nation, or 'decadences of the nation'. Other evidences that show moral decadence are widely psychotropic and narcotic malpractices among students. It seems to be more terrible problem that the sellers and buyers psychotropic and narcotic are students too, and the habit of school uniforms streak after school graduation shows moral decadence of students. The above data and facts show parts of moral and character decadences indicating the failures of our education in implanting noble character and moral. In other words, our education is not able to make better people in knowledge, attitudes and skills. Consequently, in a variety of fields in the world, Indonesia is left behind. This bad effect was due to lack of character education and decreasing faith of students. Other news from both mass media and electronic media stated that the number of students committed immoral acts such as a case in Bogor in which students involved in online prostitution case.

2 THEORETICAL FRAMEWORK

For many times our education has been accused over the decadences of the nation. Many current events, such as cases of corruption, fighting among students and even university students and at the end of 2013, there was a phenomenon of "cabe-cabe" girls, the term was attributed to young girls, teenagers of Junior and Senior High School involved in night association, especially in wild street race and the most phenomenal case was the arrested Pimp of online prostitution in hotels by Regional Police of Riau constituted university student, and while the prostitutes were the girls under the age of 17 years old (<https://www.goriau.com>, 2017.03.10). [1] In this globalization era, the most common moral decadence, for example, is free sex as the terrible phenomenon. The fact stated that about 90 percent actors of porn video are school students and university students. According to the research data derived from the Study Center for Population and Policy of Gadjah Mada University (UGM) in Yogyakarta. (Okezone.com, 03.28.2012). [2] Observing some cases in Indonesia as described above, we match them with the signs proposed by Lickona, Indonesia has met almost all the ten points of a country to ruin. So the character education or moral education is a must.[3]

A case of students involved in prostitution online

Head of the Criminal Investigation Unit of Bogor Resort Police, Assistant Commissioner R. Djabar Auliya said that his team have arrested a pimp and prostitute women that most of them are girls from Bogor and Depok who are still studying at junior high school and senior high school in Bogor. They were promised a great income. "They said that they were forced to follow pimp's will because of economic necessity, and they were promised a big income," These six girls are under 17 years old identified as RA, 15 years old, 3rd grade student of Junior high school; No, 15 years old, Junior High School student; PS, 15 years old, 3rd grade student of Junior high school; RA, 21 years old, worked as a SPG; JS, 19 years old; and RH, 22 years old. He said, Monday, June 15, 2015. (Tempo.com: Tuesday, 2015) [4] Nowadays we have to realize that character education is very urgent. It is provided not only for teenagers, but also for people from all ages. Character education should be taught from an early age so that they will get used to doing it, which finally shapes one's personality. Here is an example of very disturbing case for the residents of Jabodetabek today, committed by teenagers as reported in mass media:

A Case of Student Brawls

"The safety of the Jakarta citizens is still threatened. Because the students who engaged in a fighting dared to use chemicals and weapons. This behavior is not a normal phenomenon and a picture of the the increasingly juvenile delinquency". This is included in a crime committed by students. The delinquency level is beyond the bounds of students. From the way how to commit crime and escape after watering chemical liquid, the act looks like street crime, " said Head of Jakarta Education Department Taufik Yudi Mulyanto. Source: Kompas.com Wednesday (07/10/2013)[5] Thomas Lickona write "now, from all across the country, from private citizens and public organizations, come a summons to the school: take up the role of moral teachers of our children. Responsibility, that "down through history, in countries all over the world, education has had two great goals: to help young people become smart and to help them become good" [6] Realizing these phenomena, in 2010 the government took an action by declaring the vision of the implementation of character education or character education of national culture. As a follow-up to Presidential

Decree No. 01 Year 2010 on National Character culture, entrepreneurship, and the Creative Economy and Presidential Decree No 06 Year 2009 on the Creative Economy. Character education should be invested and owned by every one who wants to change his attitudes and behavior in early life. All elements of the educational community, teacher, lecturer, government, students must have the nature and strong character as the future generation of the nation. Character education is very important because it is the spirit of education in the formation of human. (Mardiatmaja, in Abdul Madjid, 2011) [7].

3. RESEARCH METHODOLOGY

This study is qualitative research that emphasizes the literature study (library research). The approach used is historical approach, factual understand the mind of a character. data collection is done by the method of literature study and documentation. Analysis data used is content analysis, with measures that are used in analyzing data, namely data reduction, display data, data verification, and conclusion

4. Fundamental Purpose of Character Education

After two years of its launching by the Ministry of National Education, character education has not shown significant effect. Many schools do not experience positive changes; their quality, however, look like their previous performance. The values of character education are not fully accommodated in the subject of religion and civic education. Moreover, the subject of religion including moral subject that the teacher deliver looks to be normative and hangs on balance. In other words, the goals of instruction are still abstract. This fact tends to ignore the reality of students where they live and make interaction with each other. The integration model of character education applies in all subjects, including co-curricular or extracurricular program. Viewed from its substance and purpose character education is equal to moral education, as it is a means to make fundamental changes over individual. The meaning of character refers to the English notion which is translated as morality. Character education is the deliberate effort to cultivate virtue—that is, objectively good for the whole society. That doesn't happen accidentally or automatically. It happens as a result of great and diligent effort (Thomas Lickona:) [8] Character education means a deliberate attempt to realize the virtues, as a quality of good and objective human quality, not only good for individual but also good for society as a whole (Zubaedi, 2011). [9]. Raharjo interpreted character education as a holistic education process linking moral dimension to the social aspects of learners' life as the foundation for the formation of qualified generation who are able to live independently and have the principle of accountable truth (Raharjo, 2010) [10]. Character education should be viewed as an attempt to implant intelligence in mind, comprehension in attitudes and practice in behavior in accordance with the noble values as his true identity, implemented in his interactions toward God, himself, with others, and the environment. Noble values include honesty, independence, manners, social glory, intelligence, intellectual curiosity, and logical thinking. Therefore, implanting character education can not be done only through transferring knowledge or practicing particular skill. Implanting character needs process, good examples, and habituation or cultivation in the environment of learners, the school environment, family and community environment including mass media exposure

environment. (Oos M. Anwar, dalam Jurnal Pendidikan dan Kebudayaan, 2010) [11]. According to Abdul Madjid (2011), there are three stages that must be taken in achieving the goal of character education, namely a) moral Knowing education is oriented towards the acquisition of knowledge about moral values, moral awareness, standpoint determination, moral logic, self introduction and courage to decide attitude. b) moral Loving, this stage is strengthening aspects of human emotion to be good character human. c) moral Doing/Acting, this stage is an outcome and the top of learners' success in character education. The implementation of the third stage is practicing the moral values in everyday behavior. The three stages above should be presented to students in logical, rational and democratic ways. So that the emergent behavior is a real character of learners. [12].

5. Strategy of Character Education Development

The integration model of character education applies in all subjects, including co-curricular or extracurricular program. In general, there are four weaknesses that make character education not optimal. First of all, teachers do not completely understand how to integrate character values in all subjects. Second, syllabus and lesson plan work conventionally in learning process in accordance with teacher's style that does not reflect the implementation of syllabus and lesson plan, so the message of implanting character values does not meet its target. Third, education is still strongly cognitive oriented and it pays less attention to attitude development. Fourth, there is strong assumption that if the cognitive development aspect is carried out in correct manner, affective aspect will develop as well. This is a wrong assumption for affective development is as fast as cognitive development when affective learning experience is given as much as cognitive learning experience (Suyanto, 2014) [13] Character education in the Indonesian context also applies two development strategies. The macro strategy of character development and micro strategy of character development.

a. Macro Strategy of Character Development

Macro strategy of character development means the whole context of planning and implementing the value/character development that include all stakeholders of national education. According to Dasim Budimansyah, this strategy can be divided into three stages, namely planning, implementation and result evaluation.

b. Micro Strategy of Character Development

As for micro context strategy of character development takes place in the context of education units or schools in holistic manner (the whole school reform). School as a leading sector attempts to take advantage and empower the learning environment available to initiate, improve, strengthen and continuously improve the process of character education in schools.

In school environment it is necessary to improve cooperation with the communities living surrounding the school environment. In this way, community can directly report deviations of students outside the school grounds such as truancy, brawl, smoking and drinking.

6. CONCLUSIONS AND RECOMMENDATIONS

Character education or moral (akhak) education is a necessity to decrease the multidimensional crisis in Indonesia. In order to be effective character education must involve three bases. First, the class base, where a relationship between teachers and learners takes place. Second, the school culture base to build a school culture that shape the character of students. Third, the community base, namely family, society and State should also build character reflected in daily life activities. School or educational institution as one of the bases in character education development should be able to implement a holistic approach to character education, which integrates character development into every aspect of school life by various approaches. Here it takes serious effort from all components (principals, teachers, and staff) and the government. Of the approaches that currently seems to be effective in the development of character education is habituation and exemplary as applied in the pesantren and school dormitory system. Building coordination with parents and community so that students can know that the characters behavior is important for their success in school and life and provide an opportunity for principals, teachers and parents and the community to become a model of social and moral behaviors. Habituation can be done at school in various ways such as time discipline, etiquette, students treatment to peers, employees, teachers, and leaders, and vice versa. Habituation and giving examples done by teachers, leaders and employees of an educational institution is a very strategic step in character building all together

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