

Improving Character Education In The Learning And Learning Process Of SMAN 13 GOWA Students

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ABSTRACT

Improving character education is a key to forming positive habits so that children can act and behave in accordance with the values that have become their personality, therefore there is definitely room for improvement. In this case, character education needs to be taught regularly and developed until it is ingrained in students. This research is motivated by observation data which shows an increase in character education in the teaching and learning process of SMAN 13 GOWA students. Improving character education is important for children, adults and society. People's understanding of the world around them increases thanks to education. Additionally, it helps improve communication and expression of opinions. This aims to encourage the development of the individual's overall personality. Forming an individual's character and attitude towards other people's lives becomes a learning experience where a person learns various aspects of life, understands various points of view, and tries to apply them in everyday life can play an important role in education.

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INTRODUCTION

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter 1 Article 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the nation and the state. In accordance with the definition of education according to the SISDIKNAS Law, it can be explained that humans in this case are students, naturally have different potentials from one another. Through this education, the potentials that exist in each student are explored and then can be empowered so that they can be used as provisions for socializing with the surrounding environment.

According to Article 31 paragraphs 1 and 2 of the Constitution: (1) Every citizen has the right to education. (2) Every citizen is obliged to attend basic education and the government is obliged to finance it. The purpose of Education is to encourage and advance the advancement of an individual's intellectual and emotional development.

In this study there are several strategies or plans used by teachers in developing character education in the learning and learning process. How learning methods are used to improve character education in the learning and learning process and the Impact App of these methods. What are the challenges faced by teachers in implementing student character education improvement in the learning and learning process

Education shapes the character and attitude of individuals towards life and others. It aims to encourage the development of the individual's personality as a whole. Learning experiences where one learns various aspects of life, understands different points of view, and tries to apply them in everyday life can play an important role in education. Education is important for children, adults, and society. People's understanding of the world around them has increased thanks to education.

People's perspective on life and the world around them is shaped by it. Mahatma Gandhi once quoted: "Live as if you were going to die tomorrow. Study as if you will live forever." This illustrates the importance of education and learning in life.

Through a learning process like this, students are expected to be able to live the character they play. So that learners will learn (1) to explore their feelings; (2) gain insight into his attitudes, values, and perceptions; (3) develop skills and attitudes in solving the problems faced; and (4) explore the core of the problem played out in various ways. Success in living the role determines the development of understanding, appreciation and self-identification of values. (Endang Komara, 2012). Learning experiences gained from this method include, the ability to cooperate, communicative, and interpret an event.

The role of education is very useful where a person's self-confidence can be increased by education because it makes them aware of the surrounding environment. In addition, it helps improve communication and expression of opinion. With proper training, the brain gets better. It is possible to determine which is right and wrong. Education helps a person become independent and obey the rules of the country. People's standard of living improved as a result of education. It helps individuals understand their needs and offers them the opportunity to meet them. The cornerstone of effective treatment is education. A person can start working in industry or other administrative professionals if he has training.

Character Education is a deliberate and planned effort to educate and empower the potential of students to build their personal character and become good humans for themselves and their environment. The educational process has a positive influence on the development of the character of students and contributes to the development of a nation's civilization. The foundations of education are being transformed by various disruptive curriculum systems and structures. Currently, education programs in Indonesia have been transformed into free education programs that come with innovation. Students are not only taught to be intelligent, but also taught to be human beings who fit the profile of Pancasila students, namely being able to compete globally, act according to Pancasila values, and be useful in applying technology.

METHOD

The approach in this study is a qualitative approach used to know or describe the reality of the events studied so as to facilitate obtaining objective data. According to Saryono, qualitative research methods are not only used to investigate, find and describe the object under study. This study aims to explain or explore the role of teachers in carrying out their responsibilities as educators to their students. In the data collection stage, researchers used interview techniques with concerned educators at SMAN 13 GOWA. The interview was conducted in a structured manner by asking several questions to get insights and information about improving the character education of students of SMAN 13 Gowa which was then explained and measured using a quantitative approach.

RESULTS AND DISCUSSION

The results obtained from this study are strategies or plans, learning methods, the impact of the methods used and the challenges faced by teachers in implementing student character education. In the process of learning and learning to develop character education, teachers use strategies by introducing and instilling the importance of school character education which is the basis for forming a complete human being, and lifelong learners who are expected to be able to develop all the potential possessed by all students in a balanced spiritual, emotional, intellectual and social manner. So that it will have a positive impact on the instillation of good values and behavior towards students.

The learning method used to improve character education in the learning process is a persuasive approach and habituation to positive things that may be. Some groups consider this normal but very influential on the formation of student character. For example, habituation is meant to be habituation to come on time, habituation to start and end learning activities in accordance with a predetermined time will affect the instillation of discipline attitudes in students. This habituation is one simple way and is considered effective in the process of character building where it becomes a process carried out for habituation that has a positive impact on students. In character building through habituation carried out will have an impact on instilling good character in students which will later help in their growth and development. Thus, it can reflect and develop values, attitudes and behaviors that are virtuous and have noble morals in accordance with the profile of Pancasila students. In addition, having good character education will have a good moral foundation, motivation and a high sense of empathy so that later it can produce quality leaders.

One of the challenges faced by teachers in implementing student character education improvement in the learning and learning process is the failure to instill good personality / character at an early age starting from the family environment. The family, which is the environment for the growth and development of children from an early age to adulthood, is the first place of basic education for a child who is not fully able to instill character education in students. One of the reasons is the lack of knowledge about the importance of cultivating good character starting from an early age and the factor of busyness by some parents. This is a challenge for teachers to know and recognize the characteristics of each student with a persuasive approach and give full attention related to their learning needs so as to provide opportunities for students to be open to obstacles and problems faced in learning activities so as to help teachers understand the development of students who guide teachers in designing learning that is suitable for students in developing the abilities possessed by students in making changes for the better through the development of talents, interests and intellectuals they have while still instilling good character education in accordance with the philosophy of Education.

Discussion

According to T. Ramli, character education is education that prioritizes the essence and meaning of morals and morals so that it will be able to form a good student personality. Thomas Lickona defines character education as a deliberate effort to help a person so that he or she can understand, pay attention to, and practice core ethical values.

According to Samami, character can be interpreted as a basic value that builds a person's personality, formed both due to the influence of heredity and environmental influences, which distinguishes him from others, and is manifested in his attitude and behavior in everyday life. Meanwhile, Winnie as quoted from Mu'in, understands that the term character has two meanings about character. First, he shows how a person behaves. When a person behaves dishonestly, cruelly or anarchically, of course that person manifests bad behavior. Both character terms are closely related to personality. A person can only be called a person of character if his behavior is in accordance with moral rules. Character Education Improvement aims to:

- a. Building and equipping Students as Indonesia's golden generation in 2045 to face the dynamics of change in the future.
- b. Developing a national education platform that puts character education as the main soul by paying attention to the diversity of Indonesian culture.
- c. Revitalize and strengthen the potential and competence of the education ecosystem.

The task of educators in shaping student character is not an easy and fast thing. After all, it requires exertion and cycles and adjustments. Of course, help from all parties is needed. including

society. So that every learning activity can still instill the idea of character values. Likewise for teachers, it is not just commanding students. But it must also be able to be an example and take concrete actions that students can understand at school. Teachers must be "admired and imitated", role models for their students. So, teachers should prepare learning by applying character values in the map that is held. According to Lickona, there are eleven basic principles of effective character education, namely: 1) Character education promotes core ethical values as the basis of good character such as caring, honesty, responsibility, justice, and respect for oneself and others. 2) Character should be defined comprehensively to include effective thoughts, feelings, and behaviors, broadly encompassing cognitive, emotional, and behavioral aspects of moral life. 3) Effective character education requires a deliberate, proactive, and comprehensive approach that promotes core values in all phases of school life. 4) The school should be a community that cares about realizing good character through the internalization of moral values. 5) To develop character, students need opportunities for moral action in the intellectual ethical domain. Students are constructive learners. They learn best by doing. 6) Effective character education includes a meaningful and challenging academic curriculum that values all learners and helps them succeed. 7) Character Education should strive to develop students' intrinsic motivation. The interests of the subject, the desire to cooperate with other students, and the fulfillment of receiving differences positively in the lives of others or in school or society. 8) The school staff should be a learning and moral community, where all share responsibility for character education and strive to adhere to the same core values, which guide the education of students desire to develop a caring school community. 9) Character education requires moral leadership from both staff and students. 10) School, parents, and community as full partners in character building. 11) Character education evaluation should assess the character of the school, the function of school staff as character educators, and the extent to which students embody good character. Some characters that must be instilled in students in the learning and learning process.

1. Religious

Religious character values are characters that reflect faith in God Almighty. This belief is shown by how a person acts in accordance with religious teachings and beliefs, respects religious differences, upholds a tolerant attitude towards the application of religious worship and other beliefs, and lives in harmony and harmony with followers of other religions. The execution of these personal values is manifested in the mentality of compassion for harmony, resilience, respect for differences in religion and belief, firm stance, self-confidence, cooperation between followers of religions and beliefs, against torture and brutality, friendship, honesty, not imposing will, admiring the climate, taking care of others. a little bit and underestimated. This is in line with the first precept of Pancasila, namely God Almighty.

2. Nasionalist

Nationalist character values are characters that direct the way of thinking, acting, and thinking that shows loyalty, care, and high respect for the language, physical, social, cultural, economic, and political environment of the nation. Such a person prioritizes the interests of the nation and state above the interests of himself and his group. An attitude of respecting one's own culture, maintaining the country's cultural wealth, willing to sacrifice, achieving and achieving, loving the motherland, protecting the environment, obeying the law, discipline, and respecting cultural, ethnic, and religious diversity. are all examples of nationalist attitudes.

3. Integrity

Integrity character values are values that underlie behavior that relies on efforts to make oneself who can always be trusted in words, activities and work, has responsibility and

determination towards humanity and virtue. Integrity is the character of being responsible as a citizen and actively participating in community life through consistent actions and words based on truth. Integrity exemplifies good character in the following: examples of honesty, decency, and love of truth.

4. Self-sufficient

The value of independent character is that his attitude and behavior do not depend on others and devote all his energy, thoughts, and time to achieving goals. The majority of independent students have a strong work ethic, are professional, tough, resilient, creative, and courageous, and are lifelong learning. This character is important, especially when students are thinking during a pandemic.

5. Gotong Royong/ Mutual cooperation

The character value of Gotong Royong is a character that exemplifies the act of appreciating the spirit of cooperation and contributing to solving problems together, establishing friendship and communication, and helping those in need. Students are expected to have empathy, a sense of solidarity, anti-discrimination, non-violence, and volunteerism. They are also expected to be able to work together, be inclusive, commit to joint decisions, reach consensus, and help each other.

CONCLUSION

Education shapes the character and attitude of individuals towards life and others. It aims to encourage the development of the individual's personality as a whole. Learning experiences where one learns various aspects of life, understands different points of view, and tries to apply them in everyday life can play an important role in education. Developing character education in the learning and learning process is to introduce and instill the importance of school character education which is the basis for forming a complete human being in forming lifelong learners who are expected to be able to develop all the potential possessed by all students in a balanced spiritual, emotional, intellectual and social manner so that it will have a positive impact on the cultivation of good values and behavior towards learners.

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