The Perspective of Character Education Development Model in Junior High School

This study aims to discuss the analysis of the perspective of the character education development model in junior high schools to answer the need for a character education model. The research method used is a mixed method of concurrent triangulation design. The data were collected through questionnaire distribution, interview, and observation, while the effectiveness of the results is tested quantitatively. The result showed that the need to encourage five inputs for the implementation of character education in Indonesia. The character education needs to be redesigned in a more comprehensive and meaningful form. The schools should focus on pursuing cognitive and academic targets and soft-skills or non-academic targets as the main elements in character education. Parenting programs can raise their awareness of character education. The community provides support through activities that are beneficial to students. The Indonesian government through its policies can provide adequate facilities and infrastructure for the development of character education to be ingrained in the behavior of students following the expectations of the nation. Character education in the schools only focused on the introduction of norms or values, not the internalization and real action in daily life. In other words, character education is not ingrained in behavior yet.

Keywords: character education model, environment, habituation, junior high school, learning.

Introduction

Character education in Indonesia has long been applied in the learning process, and the Ministry of National Education instructed schools to instill some mental building characters for students, by strengthening the character of students through the harmonization of the heart, the feeling, the mind, and body with the involvement and cooperation between education units, families, and society as part of the national mental revolution movement (Republic of Indonesia Supreme Audit Board, 2017). However, it must be admitted that all of them were not able to accommodate the development of character dynamically and adaptively to the rapid changes, and this is due to several things. First, the lack of teacher's skill to insert character education in the learning process. Secondly, schools are too focused on pursuing academic targets, specifically the target of passing the national exam. This exhibits an impact on neglected non-academic aspects; therefore, the implementation of education in Indonesia is inseparable from the rapid global development both in terms of technology and information as well as the shifting of values of the affected individual and the community. Hence, the emergence of not merely moral but also cognitive challenges occurred, in which teachers are required to understand complex ethical problems from various complex situations (Bullough Jr, 2011). Globalization, which is enabling the interaction of values
and culture across nations, provides new challenges in the implementation of education in Indonesia, namely to be able to compete at the regional and international levels while retaining the values of local wisdom that are the typical culture and education in Indonesia (Fajarini, 2014). These emerging challenges encourage the need for a review of the implementation of education in Indonesia, particularly character education for the younger generation, considering the increasing intensity and level of juvenile delinquency in Indonesia, legally violating the provisions of criminal law (Unayah & Sabarisman, 2016). However, character education so far instilled only an understanding of good and bad morals, as several examples display the increasing student brawl, violence, and bullying instead (Limawan et al., 2016). In addition, the tendency of domination between older students and younger students occurs, the phenomenon of a bad-mannered child, as well as the increasing deviations from religious and social life norms that are manifested in the forms of student delinquency at schools, such as lack of respect for teaching and non-teaching staff (Sumara et al., 2017). Such behavior is obvious in the relationship between students and teaching and non-teaching staff where students are frequently indifferent to the whereabouts of teaching and non-teaching staff, lacking self-discipline in time management, and disregarding the school regulations. They are frequently late for class, truanting, not wearing complete uniforms, wearing clothes that do not comply with school regulations, and carrying sharp weapons. Their awareness of maintaining a clean and beautiful environment is low, evident from scribbles on the walls of the school or classrooms, damaged plants, and litter. Furthermore, students tend to fight with other students in the same school or even with students from other schools, smoke at school during recess, and commit immoral acts in the school environment. Zuriah (2011) states that moral values start to weaken in the global era, resulting in a severe crisis. Hardati et al. (2015) argue that education is a process of character building. If the education system implemented does not work effectively, schools are obliged to instill character values based on national culture into students both in extracurricular activities and the learning process (Wardani, 2014). This statement is supported by Saddam et al. (2017) that in the context of building student character following national cultural values, the cultivation of UNNES conservation values is provided to students inside and outside the classroom. Schools play an important role in “introducing the good and bad concepts” to young people about how to be involved in the community. Schools become an institution providing most formal learning processes for young people, with learning both inside and outside the classroom as an important part to prepare this next generation, mainly aiming to assess the attitudes of both teachers and students towards education in schools. One of the formal learning processes in character education (Mathison, 1999). Character education is one of the instruments of learning in schools, an effort to “target human development as an aspect of education” (Curren, 2010). This is in line with the argument of the academics and practitioners inspired by Aristotle that schools need to be a “beacon of excellence” with transformative capacity (Walker et al., 2015).
Sockett (2012) proclaims educational institutions to replace the obsession with quantitative results (values, rankings, etc.) with more attention to character and humane education.

Apart from its various deficiencies, educational practices in Indonesia exhibit the potential to be well achieved, observed from the national standards in education as the reference for curriculum development (KTSP), the implementation of learning and assessment in schools, and educational objectives at various levels of education, one of which is the junior high school (SMP) that is the focus of the study. Character development is also included in teaching materials to be mastered and implemented by students in daily life (Anggraini et al., 2017). However, character education in schools only focused on the introduction of norms or values, not the internalization and real action in daily life. Active character-based learning in SMP Rintisan Kurikulum 2013 Mandiri in Beji District, Depok is carried out by developing character values in the syllabus and lesson plan (RPP) and considering the principles of formulating character-based learning planning (Febriantina, 2018). Those teachers discover 17 values of life (value education contained in the concept of consumer education that is a dimension of character building) (Wening, 2012). However, teacher education that meets the requirements through competence in several other countries, for instance, leads to the opposite direction and focuses more on practice (Østern, 2016). In real life, students explain that the value education obtained from family, school, peers, and mass media tends to be adequate, for example, less respect to the teacher. This behavior is seen in students’ relations with their teachers where students are often indifferent to the whereabouts of the teacher in school, lack discipline over time, and demonstrate a disregard for rules. The character education that was proclaimed by Susilo Bambang Yudhoyono (former President of Indonesia) in 2010 with the expectation of the quality of Indonesian human character is increasing, but the reality speaks that now many immoral actions occur and are the culprit which originated among students. This indicates that the implementation of character education in Indonesia was not completely paid (Purnomo, 2014). The value education obtained from family, peers, and mass media influences the character building of students, while value education obtained from school does not. Moral evaluation in the daily lives of migrants and families is positioned as a resource constraint (Morrice, 2017). According to Rizqi et al. (2013), integrated science modules based on character education are feasible and effective to be applied for learning. It is evident from the feasibility score of 3.45 according to the feasibility criteria by the National Education Standards Agency (BSNP) and the classical completeness obtained by students in the field implementation test of 100%. Based on the findings of the study, the conclusion exists that the integrated science module based on character education with the theme of global warming is feasible to be applied following the feasibility criteria of teaching materials by BSNP. The developed integrated science module based on character education is also effective to be applied in the learning process for 7th grade in junior high schools or madrasah tsanawiyah. It is confirmed by Saddam et al. (2017) that to shape student
character following national cultural values, the cultivation of conservation
values implemented at UNNES shall be provided inside and outside the
classroom. The still low understanding of character values among junior high
school students, including dishonesty, lack of discipline, lack of manners, and
lack of student confidence in schools, negatively impacts students’ souls so that
they become unstable. Besides, the delinquency of today’s students tends to be
regarding the category of crime. This is evidenced by the actions of students
including theft, drug abuse, and murder which are generally referred to as
student crime. The situation above, along with the literature reviewed this far,
shaped the purpose of this research, which is to develop a character education
model that can be applied in two institutions, Uswatun Hasanah and Widya
Manggala educational institutions, so that they can produce cadres of hopeful
leaders in the nation, demonstrate polite and good morals, and be honest in
carrying out the mandate as a leader in the future. The national education
system in Indonesia exhibits the function of developing the potential of
students to become human beings who demonstrate faith and are devoted to
God Almighty, demonstrate good character, are healthy, knowledgeable,
capable, creative, independent, and become democratic and responsible
citizens (Republic of Indonesia Supreme Audit Board, 2003). Following the
mandate of the law, the aim of education is not merely to make students
academically smart but also to be able to produce future generations who are
moral and exhibit character. Character education in schools involves 9
components: teachers as caregivers, models, and mentors; creating a caring
classroom environment; moral discipline; creating a democratic classroom
environment, teaching values through the curriculum; Cooperative learning;
craft conscience; ethical reflection; and teach conflict resolution (Žeravíková et
al., 2015). With character education that is applied systematically and
continuously, a child will become emotionally intelligent. That means
character education becomes very important in the education system in
Indonesia. Character education is the foundation of the national education
system. Therefore, it is important that the main objective of this education be a
common reflection, especially for educators and also including parents. The
main challenge of character-based education is not the nature and character of
each student but the surrounding environment, including family. The influence
of the environment on the success or failure of a character-based education is
very dominant. Additionally, many factors exist in the environment that will
exhibit an impact on the formation of a child’s character. For example, the child
lives in an environment where the culture of the community is far from the
social and religious values. So that in everyday life, they are accustomed to
behaving rudely, saying dirty, or even accustomed to violence. Then, the
formation of the character of children who intensively do in school will be
constrained or even in vain. For the future, if all the basic character values can
be instilled in every student, then it is believed that the Indonesian nation will
produce the next generation that others can boast about and of course can be
relied upon.
This study applied a mixed method of concurrent triangulation designed in Widya Manggala Junior High School and Uswatun Hasanah Junior High School. A mixed-method demonstrates several advantages to support the study. First, this method is unique, in which the independent position of the components used in the study shall maintain the assumptive and methodological integrity (or in other words, “purity”) of each component of the study, thereby maximizing the value of the results achieved by showing more obvious results to be analyzed. Second, the opportunity to triangulate the results of this method is greatly assisted by the implementation of independent and concurrent components of the study (Greene & McClintock, 1985). Thus, the application of the mixed method in this study shall facilitate the observation of the data regarding the perceptions of respondents towards character education at the locus of the study in detail and in a quantified manner.

The design applies in this study is research and development (R&D), since a research study particularly needs analysis and is necessary to produce certain products and test the effectiveness and the benefits of the product in the wider community (van Drongelen & Cooke, 1997). Thus, the focus of this study is the behavior and educational activities of students in Widya Manggala Jakarta Junior High School, which emphasized example, habituation, and learning. The quantitative data regarding the factors that influence student behavior were obtained from questionnaires. The qualitative data were obtained from the interview, deep observation, and the combination between observation, documentation, and extended research and were analyzed using the interactive model of Milles & Huberman in Rachman (2011) through three stages, namely data reduction, data presentation, and conclusion drawing. Meanwhile, the quantitative data were analyzed using a simple linear regression formula as follows (Nanang, 2015).

\[ \hat{Y} = a + bx \]

Where \( \hat{Y} \) is the value of the variable to be predicted, \( a \) is a constant value, and \( b \) is the coefficient of \( x \) variable, either positive or negative.

The questionnaires were distributed to 219 students, one of whom did not provide valid answers; hence, merely 218 questionnaires were processed. The questionnaire managed to collect data regarding character education of the students through three categories of character education models, namely “example,” “habituation,” and “learning.” Figure 1 displays 218 students involved in this study, selected from 13 classes or study groups comprising seven classes of 7th grade (K7A, K7B, K7C, K7D, K7E, K7F), four classes of 8th grade (K8A, K8B, K8C, K8D), and three classes of 9th grade (K9A, K9B, K9C).
K9C). It is different from the qualitative data analysis that reveals broader themes (see Figure 1).

**Figure 1.** The informants. Questionnaire data for 218 students from 13 classes (K7A-K7F, K8A-K8D, K9A-K9C) through 3 model categories character education (role models, habituation, and learning)

The statements/questions included in the category of “example” amount to 20 items, while “habituation” is 15 items and “learning” is 15 items. Thus, 50 statements submitted to the students exist, each with 5 optional answers: a) Strongly Agree; b) Agree; c) Undecided; d) Disagree; and e) Strongly Disagree. Overall, 54,500 data cells are present to process and summarize important information and to determine how far the character education development model of Widya Manggala Junior High School was implemented according to the perceptions of the students. The details of students filling out the questionnaire are presented per study group in Table 1. The data were processed through two stages. First, the validation of answers is to be further processed. In this regard, out of 219 answers, 1 invalid answer (0.5%) and 218 valid answers (99.5%) occurred. This validity is the basis for the interpretation of the findings. Virtue ethics is most strongly related to traditional-conservative goal preferences. All three are morals in educational goal preferences (Thornberg & Oğuz, 2016).
Table 1. The success of the aspect of “example”

<table>
<thead>
<tr>
<th>No</th>
<th>Study Group</th>
<th>The Number of Students</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
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<tr>
<td></td>
<td></td>
<td></td>
<td>SA</td>
<td>A</td>
</tr>
<tr>
<td>1</td>
<td>K7A</td>
<td>14</td>
<td>218</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>K7B</td>
<td>13</td>
<td>191</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>K7C</td>
<td>11</td>
<td>98</td>
<td>110</td>
</tr>
<tr>
<td>4</td>
<td>K7D</td>
<td>12</td>
<td>175</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>K7E</td>
<td>12</td>
<td>152</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>K7F</td>
<td>13</td>
<td>157</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>K8A</td>
<td>18</td>
<td>204</td>
<td>156</td>
</tr>
<tr>
<td>8</td>
<td>K8B</td>
<td>18</td>
<td>237</td>
<td>94</td>
</tr>
<tr>
<td>9</td>
<td>K8C</td>
<td>18</td>
<td>217</td>
<td>143</td>
</tr>
<tr>
<td>10</td>
<td>K8D</td>
<td>18</td>
<td>217</td>
<td>143</td>
</tr>
<tr>
<td>11</td>
<td>K9A</td>
<td>25</td>
<td>254</td>
<td>224</td>
</tr>
<tr>
<td>12</td>
<td>K9B</td>
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<td>240</td>
<td>198</td>
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<tr>
<td>13</td>
<td>K9C</td>
<td>22</td>
<td>146</td>
<td>271</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>218</td>
<td>250</td>
</tr>
</tbody>
</table>

Table 1 illustrates the answers of 218 students regarding the three categories of character education development model, presented both in number and percentage per each study group from class 7, class 8, and class 9. Based on Table 1, observed from the aspect of “example,” approximately 125 students (57.5%) answered, “strongly agree,” 84 students (38.3%) answered “agree,” and 9 students (4.2%) answered “undecided” concerning the success of the aspect of “example” implemented in the school in the context of developing student character. According to the perception of the teachers, students exhibit more inclusive behavior, and the comments also strongly indicate deliberate actions to ensure that their peers, not necessarily will be their 'close friends, feel accepted and included (Lovat, 2017).

The following diagram shows that 57.5 percent of students answered: “strongly agree,” 38.3 percent “agree,” and 4.2 percent “undecided” concerning the implementation of “example” by Widya Manggala Junior High School (see Figure 2).
Figure 2. The success of the aspect of “example”

Table 2. The success of the aspect of “habituation”

<table>
<thead>
<tr>
<th>No.</th>
<th>Study Group</th>
<th>The Number of Students</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td>SA</td>
<td>A</td>
</tr>
<tr>
<td>1</td>
<td>K7A</td>
<td>14</td>
<td>134</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>63.8%</td>
<td>26.2%</td>
</tr>
<tr>
<td>2</td>
<td>K7B</td>
<td>13</td>
<td>92</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>47.1%</td>
<td>43.1%</td>
</tr>
<tr>
<td>3</td>
<td>K7C</td>
<td>11</td>
<td>99</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>60.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>4</td>
<td>K7D</td>
<td>12</td>
<td>123</td>
<td>53</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>68.3%</td>
<td>29.4%</td>
</tr>
<tr>
<td>5</td>
<td>K7E</td>
<td>12</td>
<td>112</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>62.2%</td>
<td>24.4%</td>
</tr>
<tr>
<td>6</td>
<td>K7F</td>
<td>13</td>
<td>104</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>53.3%</td>
<td>37.4%</td>
</tr>
<tr>
<td>7</td>
<td>K8A</td>
<td>18</td>
<td>158</td>
<td>112</td>
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<td></td>
<td></td>
<td></td>
<td>58.5%</td>
<td>41.5%</td>
</tr>
<tr>
<td>8</td>
<td>K8B</td>
<td>18</td>
<td>148</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>54.8%</td>
<td>27.8%</td>
</tr>
<tr>
<td>9</td>
<td>K8C</td>
<td>18</td>
<td>170</td>
<td>100</td>
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<td></td>
<td></td>
<td>63.0%</td>
<td>37.0%</td>
</tr>
<tr>
<td>10</td>
<td>K8D</td>
<td>18</td>
<td>171</td>
<td>99</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>63.3%</td>
<td>36.7%</td>
</tr>
<tr>
<td>11</td>
<td>K9A</td>
<td>25</td>
<td>152</td>
<td>126</td>
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<td></td>
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<td></td>
<td>40.5%</td>
<td>33.6%</td>
</tr>
<tr>
<td>12</td>
<td>K9B</td>
<td>24</td>
<td>168</td>
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<td>46.7%</td>
<td>43.1%</td>
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<tr>
<td>13</td>
<td>K9C</td>
<td>22</td>
<td>115</td>
<td>182</td>
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<td>34.8%</td>
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<td>1746</td>
<td>1224</td>
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<td></td>
<td>53.4%</td>
<td>37.4%</td>
</tr>
</tbody>
</table>

According to Table 2, approximately 116 students (53.4%) answered: “strongly agree,” 84.2 students (37.4%) answered “agree,” and 20 students (9.2%) answered “undecided” concerning the success of the aspect of “habituation” implemented in the school in the context of developing student character.
According to Table 3 and Figure 1, approximately 141 students (65%) answered: “strongly agree,” 68 students (31%) answered “agree,” and 9 students (4%) answered “undecided” concerning the success of the aspect of “learning” implemented in the school in the context of developing student character.

**Discussion**

The observation and interview with the principals of Widya Manggala Junior High School and Uswatun Hasanah Junior High School reveal that student behavior in daily life is greatly influenced by external factors, including family and the community. Observed from its purpose, character education is designed to encourage students to decide good from bad and to carry out good
deeds in daily life. Therefore, the aforementioned categories may be used as a guideline to assess the extent to which character education was successfully implemented. It is related to the opinion by Martini (2010) in which the lack of understanding at the school level may cause inefficient character education since schools (principals and teachers) assume that character education is similar to moral education. Applying character education as a subject similar to religious education and Pancasila and civic education (PPKn) shall add to the burden of students who already participate in many subjects that are nationally required. The interviewed teachers believe that students were able to show appropriate behavior (akhlaqul karimah) following the values of honesty, obedience, piety, as outlined in the objectives of the learning plan of the school. An analysis of observations and interviews conducted in May-June-July 2019 reveals two essential aspects. The first one shows that the values of honesty, obedience, and piety are merely implemented because of a sense of compulsion to fulfill the school rules and without a clear conscience. The second one shows that obedience and piety are not optimally implemented outside the school such as at home or in daily life.

According to Handayani et al. (2018), one of the obstacles in building the religious character of students is the lack of support from parents. For example, a regulation to refuse new students who are not able to read the Koran exists, yet a great number of parents insist for their children, who are unable to read the Koran, to be accepted. The efforts to overcome these obstacles are severe reprimand from teachers and in collaboration with the government and the community, such as “Friday Clean” to jointly clean the school environment, led by the head of the village, Bhayangkara Trustees of Public Order and Safety (Bhabinkamtibmas) of Indonesian National Police (Polri), or Village Trustees Non-commissioned Officer (Babinsa) of Indonesian National Armed Forces (TNI) with the components of the general public, frequently relocated to mosques, sports fields, and schoolyards. However, collaboration with parents is weak. Schools frequently invite parents, yet they attend the activities once or twice only, even though their children were accepted at the school and the teachers requested their support for school programs by providing insight to their children at home on the importance of the habit of cleaning the environment. It is supported by Sunarjan et al. (2017) that the active performance of government and stakeholders through empowerment may demonstrate a positive impact on social and economic life in the community.

The success of character education is a direct result of the implementation of character education through the learning process by implementing the concept of learning to know good and bad through the pillar of knowledge. In the second pillar, namely learning to do, students learn to be able to do something. Its application in character education is that students not only know good from bad but also practice well. For example, removing thorns from a road is a good deed since thorns can endanger passers-by (knowing and desiring). In the third pillar, students learn to live together. It demonstrates a broader meaning than merely living together, namely living in togetherness. The essence of the third pillar is the dependency on each other. This character
is highly necessary when humans establish relationships with nature, such as animals, plants, and others. The fourth pillar is learning to do, where students learn to be human with a solid and whole personality, full of confidence, and can carry out life independently without burdening other people.

**Figure 2.** Macro character education development model

Figure 4 indicates that (1) family exhibit a strategic role in building student character; (2) schools play a role in character building through habituation, behavior, and culture; (3) the community exhibits the responsibility for building student character; (4) the government as a policymaker is responsible for shaping the nation's character. The character education model offers education of character education patterns integrated with the curriculum and in extracurricular activities.

This research produces a good Character Education Model, which is patterned in Figure 4. In addition to the exercise of heart, though, taste, and sports as in the pattern of the government, (Republic of Indonesia Supreme Audit Board, 2017) there are findings in this study that show a need for integration between the moral education of students in the family, in schools, in the community, and so the government provides support and policies for character education. Besides that, the role of teachers is also strengthened. Character education in schools involves 9 components: teachers as caregivers, models, and mentors; creating a caring classroom environment; moral discipline; creating a democratic classroom environment, teaching values through the curriculum; cooperative learning; craft conscience; ethical reflection; and teach conflict resolution (Lickona, 1997).

**Conclusion**

This study aims to analyze the trial of the character education model that can be applied at the level of junior high school, focusing on the behavior of
school community principals, teachers, and students involved and responsible
for the implementation of character education. The findings of this study reveal
that character education in the schools only focused on the introduction of
norms or values, not the internalization and real action in daily life. In other
words, character education is not ingrained in behavior yet.

The focus of this character education development model is directed at the
example, habituation, and learning, with the following results. Observed from
the aspect of “example,” approximately 125 students (57.5%) answered
“strongly agree,” 84 students (38.3%) answered “agree,” and 9 students (4.2%) answered, “undecided about the exemplary made by the teachers.” Observed
from the aspect of “habituation,” approximately 116 students (53.4%) answered “strongly agree,” 84.2 students (37.4%) answered “agree,” and 20 students (9.2%) answered “undecided.” Meanwhile, observed from the aspect
of “learning,” approximately 141 students (65%) answered “strongly agree,”
68 students (31%) answered “agree,” and 9 students (4%) answered
“undecided.” The results of the analysis of these three aspects raise the
question of whether character education can be quantified or scored like other
subjects and whether character education exhibits its method of evaluation.
Due to various problems concerning the evaluation of character education, the
implementation of character education at the school level still requires further
study.

The findings of this study indicate the need to encourage five inputs for the
implementation of character education in Indonesia, namely (1) character
education needs to be redesigned in a more comprehensive and meaningful
form; (2) schools should not focus on pursuing cognitive and academic targets
only but also soft-skills or non-academic targets as the main elements in
character education; (3) parents, through parenting programs, can raise their
awareness of character education; (4) the community provides support through
activities that are beneficial to students, allowing character education to be
inherent in the hearts of students; (5) the Indonesian government through its
policies can provide adequate facilities and infrastructure for the development
of character education to be ingrained in the behavior of students following the
expectations of the nation.

References

sebagai pendidikan karakter pada kegiatan ekstrakurikuler [Building social skills as
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