

Conceptual Analysis of Character Education with Integrated Quality Insight in Indonesia

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Abstract

In the international arena, especially in the era of free trade (AFTA, APEC, WTO) including in the world of education and culture, making Indonesia society vulnerable to the entry of cultures that are incompatible with Indonesian culture. Of course this will trigger the erosion of the country's culture and noble values, and also the degradation of the nation children's moral values. It is "challenge" the Indonesian people to improve values early on, by implementing character education, especially on integrated quality insight. In the Law No.20 of 2003 of National education function is to develop and form the character and civilization of a dignified nation in order to educate the nation's life, aiming for the development of learners' potential in order to become human being who believes and cautious to God Almighty, morally good, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Based on the above Law, it is clear that, in addition to the purpose to educate the life of the nation, national education function is to shape the nature or character of the Indonesian nation, thus can be a civilized and dignified nation, and also able to become a nation that has certain advantages compared to other nations.

Various moral, nature, or character issue are still significant things that hamper the development and the noble ideals of our nation, such as: the decadence of moral, ethics, students courtesy, students dishonesty, such as cheating, truancy, thievery, and various other issues that lead to the occurrence of moral decadence. Viewing cases of violence in some areas of the country, including school violence, encourages educational stakeholders to take educative and anticipative measures as a solution. Ironically, some school institutions have "ignored" the main purpose of education: developing knowledge, attitudes, values, and skills in an integrated and balanced way. Schools have given an excessive portion of cognitive knowledge, thus in the consequences noble attitudes, behaviors, values, and morals development are very minimal. Therefore because of the condition, character education is again became an option.

Keywords: education, character, quality.

Introduction

Apart from the shortcomings in Indonesian education practice, when viewed from the national standards of education that are the reference for curriculum development, and the implementation of learning and assessment in schools, the purpose of education can actually be achieved well. Character development is also included in the material that must be taught, mastered, and realized by learners in everyday life (Fischer, 2013). The problem is that character education in schools has only touched on the level of recognition of norms or values, and not at the level of internalization and real action in everyday life.

In an effort to improve the suitability, and also character education with integrated quality insight, the Ministry of National Education develops a grand design of character education for every path, level, and type of educational unit. Grand design becomes the conceptual and operational reference of development, implementation, and assessment on every path and level of education. Characters configuration in the context of totality of psychological and socio-cultural processes is grouped in: Spiritual and emotional development, intellectual development, physical and kinesthetic development, and affective and creativity development (Almerico, 2014). The development and implementation of character education needs to be done with reference to the grand design.

According to Law No. 20 of 2003 on the National Education System in Article 13 paragraph 1 stated that the path of education consists of formal, nonformal, and informal education, which can complement and enrich each other. Informal education is the path of family and environmental education. Informal education actually has an enormous role and contribution to the success of education. Learners attend school only about 7 hours per day, or less than 30% of their time. The rest (70%), learners are in the family and the surrounding environment. When viewed from the aspect of the time quantity, education in school contributes only 30% of learners' educational outcomes.

All this time, informal education, especially in the family environment has not give significant contribution in supporting learners' competence achievement and character formation. The parents' occupation and activity that relatively high, the lack of parents' understanding in children education at the family environment, the association influence in the environment, and electronic media influence are suspected to negatively affect the development and achievement of learners' learning outcomes. One of the alternatives to overcome these problems is through integrated character education, which combines and optimizes the informal education activities of the family environment with formal education in schools (Supriyanto, 2015). In this case, the students' learning time in school needs to be optimized, thus the improvement of the learning outcomes quality can be achieved, especially in the learners' characters formation of integrated quality insight.

Character education targets are all schools in Indonesia, especially junior high school level, whether public or private schools. It is because in junior high school, students are not too resistant to teachers, unlike high school children. And also junior high school children are not too young to get the character education materials, unlike elementary school children. All school residents, including students, teachers, administrative staff, and school leaders are targeted by this program. Schools that have been successful in carrying out character education become the best practices school, which become an example to other schools.

Character education aims to improve the quality of education implementation and outcomes in schools that lead to the attainment of learners' character formation and noble character integral, integrated, and balanced (Rolina, 2014). Through character education, students are expected to be able to independently improve and use their knowledge, review and internalize and personalize the character values and noble morality, thus it will be manifested in everyday behavior. According to (Khairudin & ., 2013), character education should bring learners to recognition of value cognitively, appreciating value affectively, and ultimately to actual value practices. Character education problems that happen in the junior high school need to be reviewed, and sought the alternative solutions that developed more operational thus easily implemented in schools.

The nature of character education for Indonesia

Character education is education that balances science (science and technology) and the religion knowledge, so that people have the awareness to do the best or excellence, and able to act according to their potential and awareness. This character is highly appreciated and certainly useful and will not be in vain. (Sisdiknas, 2003) formulated the functions and objectives of national education that should be used in developing educational efforts in Indonesia. Article 3 of the National Education Law stated, "National education functions is to develop and form the character and civilization of a dignified nation in order to educate the nation's life, aiming for the development of learners' potential in order to become human being who believes and cautious to God Almighty, morally good, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".

The national character must be based on the Pancasila values. Once understood, Pancasila values are easy to develop. We need to realize that education in building people is occupied a very strategic position. And we need to learn together that education is the key to the future of our nation.

Character education should work well in the cognitive, affective, and psychomotor aspects of preparing the young generation for the better life of the community and the nation in the future (Buchori, et. all, 2016). Preparation is by passing down the culture and character of the nation that has become the hallmark of the Indonesian nation. In other words, learners will always act and behave and characterize as the

culture and character of the nation (Sciences & Date, 2016). This is in accordance with the main function of education mandated in the Law of National Education System, "to develop and form the character and civilization of a dignified nation in order to educate the nation's life". Character education is the core of an educational process (Anwar, 2015). In developing character education, awareness of who he is and concern for the nation's progress will be very important.

Values in character education and its impact on Indonesian students

The character of the Indonesian nation is the character owned by Indonesian citizens in the form of actions that are considered as a virtues based on the prevailing values in Indonesia. Therefore, the nation's character education is directed at values development that underlies virtues, so that it becomes a solution in improving the education quality (Tanis, 2013).

The values of character education that applied successfully will produce the following values: (Rasyidah, et. all, 2011).

Values associated with one-self:

Religius (religious values are the nation's main character education). Finding that religious values are fade from era to era, religius must be applied early on in the formal or informal education. For example always pray before and after learning, doing good to others, respect and obedience to parents (Anggraini, 2016). If it is became habit and necessity it will give birth to nation's generation of quality, so that the quality of education can be improved.

Creative. Another alternative to overcome the problem is creative thinking. Creative students are highly desirable, because they are able to produce new works such as literary works, artwork, not burdened by just one solution, and far away from the soul of imitation.

Independent. Independence is needed in the learning process, such as doing the tasks by yourself, and complement the learning materials. Independence train students to get used to the ability they have. So, the young generation must be independent in doing the tasks that have been given.

Discipline (Discipline makes the learners always use time well, in the sense of not spending time with things that are useless or futile). Within the scope of discipline value, Indonesia is still far behind other nations that successfully implement disciplinary value. If the world of education fails to cultivate discipline in learners, it means that teachers and lecturers are ready to bring this nation in the bottom of the world nations that already have advanced civilization (Badaracco, 1998).

Love to Read. In reading, students can open vast horizon. The proverb said that "*membaca buku berarti membuka jendela dunia* (reading book means open window of

the world)". The information obtained from books makes the learners have excellent initial potential, thus it can link the various knowledge that already mastered.

Values associated with others:

Honest (The nation's character becomes the spotlight on various life aspects is honesty). Act of dishonesty in schools, such as cheating culture and lying to teachers will have an impact on the educational process and the results to be gained. The honesty value can be developed through the honesty canteen, so the learning material in subjects can be directly practiced.

Tolerance (attitudes and actions that respect different religions, tribes, ethnics, opinions, behavior of others that are different from themselves. Tolerance should always be embedded and understood by younger generation in any problems. According to (Bryan & Babelay, 2009), problems arise because of differences, that is why we need tolerance in the education process, in order to create conducive and peaceful atmosphere such as appreciating teachers, appreciating friends' opinions, helping each other toward success.

Hard Work (Successful implementation of hard work in performing rights and obligations will give birth to students who want to try and not easily despair. The hard work being done includes studying diligently, doing the tasks earnestly, and working together in achieving goals (Berkowitz & Hoppe, 2009). This makes students willing to work hard in achieving the ultimate goal of education.

Democracy. Democratic education will produce graduates who are able to participate in community life and able to influence public policy decision making. Democracy can be in the form of exchanging opinions in discussion forums, submitting ideas in meetings, choosing class/school leaders and so on.

Curiosity (interest to the learning process is the curiosity towards the learning material being delivered. Curiosity makes students always explore knowledge, seek information, and do something new.

Love the country. From the value of love the country, concern for the Indonesia nation and the country is very prominent in the personality. In terms of application of loving the country, it can be realized by loyalty, awareness of the language and environment, buying national products, and in other various aspects.

Appreciation to Achievement. Achievements should be appreciated as the fruit of the struggle that has been picked. Appreciating achievement can be done by various means, such as sharing knowledge to others and always explore the potential of one-self.

Friendly and Communicative. In the aspect of education, success is achieved by working together because the fun feeling has been created, and also the

communication that going well (forming a discussion group) will improve the learning process to be more efficient.

Care for the Environment. Efforts are made as a form of prevention against environmental damage. The implementation at school are throwing garbage in trash can, and also maintaining the cleanliness and comfort of school environment (Anggraini, 2016). Environmental circumstances greatly affect the learning process, such as clean learning environment will create a happy atmosphere so that the mind is more open to receive the learning material.

Care to the Social Environment. Attitude and action of social is by helping each other to realize harmony, peaceful, and prosperous environment in the world of education (Meretzky, 2001). If one of the school's citizens is in difficulty, it is manifested with a sense of empathy by collecting aid funds.

Responsible. Being responsible means taking the risk of action that has been done (Sharp, 2002). Learners are required to be responsible for what they have done, both to themselves, the community environment, and to God Almighty.

Implications of the concept of integrated quality in education

Based on education practice in Indonesia so far, the steps that have been pioneered (both by the government and society), and the future policy, the concept of quality is adopted synergistically, simultaneously, and complement each other. In Indonesia, it is known that there are excellent school (as the "generic" name, not the name of a particular school) either initiated by the government, community, or business world. Quality in the relative (standard) sense applied in the education world in Indonesia, proven with the existence of national curriculum which give detail goals to be achieved, standard formulation (Supriyanto, 2015).

Desired competencies, content standards, and scoring systems, in which one of them is National Examinations. National Examination as a measuring tool (application of standards) of competency standards achievement, also become a standard that can be raised or lowered its quality as agreed. If the overall National Examination results are satisfactory, the standards are gradually raised and this is linked to the efforts in improving the education quality to achieve higher quality standards. In addition to national standards, there are local and school standards. The provisions on national standards can be seen in Chapter IX, Article 35 of the National Education System Law Number 20 of 2003. Beyond the substantive standards (related to the competences to be achieved), the government also checks the standards relating to the performance of educational units and the feasibility of the educational units management through the accreditation system.

Character Education of Integrated Quality

National education function is to develop and form the character and civilization of a dignified nation in order to educate the nation's life. Based on the Act, it is clear that, in addition to aiming to educate the life of the nation, national education function is also directed to shape the nature or character of the Indonesian nation, in accordance with the local culture potential of a civilized, noble, and dignified nation. It can be interpreted here, that students need to accommodate any good character, thus can have insightful quality. This is required students' learning development that provides opportunities for teachers to develop character based on the integrated quality of education, that occurs around the learning process took place, ie accommodative learning that is viewed from the point of view of the superiority of quality-insighted characters.

The substance of the character development process begins with identifying problems and needs, followed by developing materials, and learning strategies (model development), and ending by evaluating its effectiveness and efficiency (evaluation) (Hutcheon, 1999). As a system, character learning has system characteristics in general. The system is an organized object, event, incident, or manner consisting of smaller parts, and all of the parts together serve to achieve a particular goal. According to (Faridi, 2014), there are at least four indicators of a system, which are: a) having or can be divided into smaller parts or subsystems, b) each part has its own function, c) all parts perform the functions together, d) the shared function have a specific purpose. Character learning as a system must have the four indicators described above. The general model of character learning system consists of input, process, and output components, even outcomes.

The strategy has been developed in using character education with integrated quality insight in the world of education. The strategy is education institutions position itself as a service institution that providing services in accordance with the wishes of the customers (Mihardi, 2015). Therefore in this case, the school institutions can develop and apply character education with integrated quality insight to improve the students' moral quality as well as the parents' desire; one of them is children to have a good attitude character.

Conclusion and Recommendation

Character education is education that balances science (science and technology) with the religion knowledge, so that the individual has the awareness to do the best or the superior, and able to act according to his potential and awareness. National character should be based on the Pancasila values. Once being understood, Pancasila values are easy to develop. We need to realize that education in building people is occupied a very strategic position. And we need to learn together that education is the key to the future of our nation. Character education should work well in the cognitive, affective, and psychomotor aspects of preparing the young generation for the better life of the community and the nation in the future

Therefore, the nation's character education is directed at values development that underlies virtues, so that it becomes a solution in improving the education quality. Successful character education will produce values of: religious, honest, tolerance, discipline, hard work, creative, independent, democracy, curiosity, the spirit of nationalism, love the country, appreciation to achievement, friendship and communication, love peace, love to read, care for the environment, care to the social environment, and responsible.

Implementation of character education with integrated quality insight becomes one of alternative solutions for character education implementation in accordance with era development in anticipating, overcoming, and preventing the decadence of moral and nation's character. This is also in line with the National education function is to develop and form the character and civilization of a dignified nation in order to educate the nation's life, aiming for the development of learners' potential in order to become human being who believes and cautious to God Almighty, morally good, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. It also directed to shape the nature or character of the Indonesian nation, thus can be civilized and dignified nation, and also able to become a nation that has certain advantages compared to other nations.

As per the description, the output of educational institutions or school institutions should be able to produce intelligent and good people in a wide sense, where education can make children clever and also have noble values in accordance with the nation's character. Therefore, it is important to cultivate noble values or characters starting at the age of primary school/early on. The expected benefits in this paper are; theoretical benefits and practical benefits. Theoretically, it is expected to contribute to the development of subject matter's learning materials; how to integrate character education with quality insight into the subjects. Practically, this paper is expected to provide concept clarification to the parties who intersect with teaching materials of character education. Through this paper the development of character education teaching materials is expected to improve the quality of character education that becomes the spirit, thus dignified life can be achieved. In addition, this paper can also be used as a reference for teachers in the development of teaching materials and character education learning process, especially at the elementary school level. On the other hand, for students, they can learn through it, thus they can understand the character education material faster and easier.

Suggestions for the paper are character education as the basis for improvements to education quality in Indonesia. Character education can be used as an alternative to build a nation's better generation. In addition, character education can develop the nation's successor in various aspects as well as minimizing the factors of cultural and character problems. With character education one can have a good emotional intelligence. Emotional intelligence will be a provision to face the future, face problems, including challenges to success academically. The success of character

education automatically raises education quality to a better level, by not producing learners who are only good at tailing, but producing superior, competitive, and reliable human resources.

Character education with quality insight helps in implementing the characters that must be developed and done by students continuously, thus school quality in educating the students and forming students have a noble character will be achieved, along with the cooperation between the school and parents. Character education should bring learners to cognitive value recognition, affective values appreciation, and ultimately to actual value practices. Character education problems that happen in the junior high school need to be reviewed, and sought the alternative solutions that developed more operational thus easily implemented in schools. Through the program of character education with integrated quality insight, it is expected that graduates can have faith and devotion to God Almighty, have noble character, honorable, integrated academic competence, and have good personality according to Indonesian norms and culture. On a wider level, character education is expected to become a school valuable culture.

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