



MORAL EDUCATION AS A CONTAINER FOR FORMING PROSPECTIVE EDUCATORS CHARACTER

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Abstract

Moral education is a learning that aims to form individuals who understand morals, the main focus is the intelligent young generation from elementary to university levels. The character or personality of a teacher does not only determine his authority in front of students, but also in front of society. Characteristics of a good teacher's personality are very important for smart teachers so they can control and control the behavior of their students through habituation patterns. It is a big mistake if a teacher only teaches rote and memory material to students without paying attention to aspects of attitude and social skills. Habituation of a good attitude and provision of social skills is very important to build student character. Education is generally divided into stages such as preschool, elementary school, high school, and then college, university, or apprenticeship. Implementation of education in Indonesia, education is carried out in these three institutions. In particular, the importance of moral education in student learning currently needs to be increased in every school. The character or personality of a teacher does not only determine his authority in front of students, but also in front of the community. Characteristics of a good teacher's personality are very important for smart teachers so they can control and control the behavior of their students through habituation patterns.

Keywords : Moral education, prospective educators, character education

Introduction

Education is guidance or assistance given by adults to the development of children to reach maturity with the aim that children are capable enough to carry out their own life tasks, not with the help of others. Any experience that has a formative effect on the way people think, feel, or act can be considered educational. Education is generally divided into stages such as preschool, elementary school, high school, and then college, university, or apprenticeship. Implementation of education in Indonesia, education is carried out in these three institutions. In particular, the importance of moral education in student learning currently needs to be increased in every school. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their own potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. Nurul Zuriah, 2008:26). The concept of Ki Hajar Dewantara in Wahab (2015: 89) regarding education is an effort to advance the growth of character (inner strength and character), mind (intellect), and child's body. "Value education is the value of education", another language can mean: "moral education is moral education". Moral education is the values that are built in in every teaching material or knowledge, such as the built in feelings, thoughts, feelings of hunger, feelings of happiness or sadness that are present in every human being. Therefore, a value comes without being invited, comes without thinking, meets without being asked, but only becomes meaningful if it is digested through education that is able to give meaning to its meaning (Mursidin, 2011: 9). Moral education is an awareness that can help students through knowledge, skills, attitudes, and values that contribute to personal satisfaction and social life in Kinanti et al, (2020: 345).

Moral education is a learning that aims to form individuals who understand morals, the main focus is the intelligent young generation from elementary to university levels. While morality is a science about how to behave in life. Article 1 of the Law emphasizes that the purpose of education is to develop the potential of someone who is intelligent, has good personality and has noble character. But the problem is not only with students. Sometimes educators also make mistakes in educating, for example allowing students to cheat during exams. On the pretext that the school will get a good passing percentage so that the school will not be embarrassed. There are also educators who commit violence to naughty students. Even though the government has strictly prohibited educating by using violence. Even though the goal is good, it can grow its own psychological trauma. It can also damage the morale of educators who are supposed to protect but on the contrary. The character or personality of a teacher does not only determine his authority in front of students, but also in front of the community. Characteristics of a good teacher's personality are very important for smart teachers so they can control and control the behavior of their students through habituation patterns. It is a big mistake if a teacher only teaches rote and memory material to students without paying attention to aspects of attitude and social skills. Habituation of a good attitude and provision of social skills is very important to build student character. An educator's behavior in school will influence his students. Due to the fact that what the teacher talks about at school will be more ignored and imitated by the students. In addition, the teacher has the responsibility to develop the morale of students who are oriented towards achieving moral success, good ethics and high morals.

Research Methodology

The research method is a scientific method used to obtain data with a specific purpose (Lasa, 2009:207). The scientific word in the Big Indonesian Dictionary (KBBI) has a scientific meaning or fulfills the requirements (rules) of science so that its truth can be accounted for. The author uses a descriptive research method because this research aims to obtain answers related to one's opinions, responses or perceptions so that the discussion must be qualitative or use descriptive words. "Descriptive research tries to find appropriate and adequate descriptions of all activities, objects, processes, and people." (Sulistyo-Basuki, 2010: 110). Descriptive research recognizes various forms that can be categorized as surveys, case studies, causal comparative studies, correlation studies, etc. Each form of descriptive research has different functions and objectives, while this descriptive research is included in the "case study" category. "Case study" is an in-depth study of certain events, environments, and situations that allow us to express or understand something.

Result & Discussion

Moral comes from the Latin *mos* (plural: *mores*) which means custom. (Nurul Zuriah, 2008:17) The term moral is more often used to indicate codes, behavior, customs, or habits of individuals or groups, such as when someone talks about other people's morals. According to Helden in Syaiful (2013: 241) formulates a moral sense as a sensitivity in thoughts, feelings, and actions compared to other actions which are not only in the form of sensitivity to principles and rules. According to Sjarkawi (2014: 102) moral or morality is a view of good and bad, right and wrong, what can and cannot be done. In addition, morals are also a set of beliefs in a society regarding character or behavior and what humans should do. Moral education can be referred to as value education or affective education. In this case the things conveyed in moral education are values that belong to the affective domain. These affective values include: feelings, attitudes, emotions, will, beliefs, and awareness (Winarno, 2000:89). Moral education seeks to develop a person's behavior pattern in accordance with the will of society. This will is in the form of morality or decency which contains values and life in society. Because it involves these two aspects, namely (a) values, and (b) real life, moral education deals more with dilemmas (such as eating simalakama fruit) which are useful for making the best moral decisions for oneself and society (Nurul Zuriah, 2008:19). Moral education is an educational program (school and outside school) that organizes and "simplifies" moral sources and is presented with due regard to psychological considerations for educational purposes (Nurul Zuriah, 2008:22). According to the understanding of moral education experts, if the purpose of moral education will lead a person to be moral, what is important is how a person can adjust to the goals of living in society. Therefore, in the early stages it is necessary to do moral conditioning and moral training for habituation (Sjarkawi, 2014:66). According to Harshorne and May, in Suparno (2002: 198) states that the effectiveness of moral education in schools is found in the following things: Character or character education and religious teaching in class do not affect the improvement of moral behavior. Ethical education which is carried out by clarifying values, namely teaching about the rules of right and good behavior in schools has little effect on moral formation as desired. Moral behavior is considered as something that is determined by the tendency to act motivated by the nature of behavior and habits. That is, moral behavior is not the result of moral considerations that are based on the concepts of human values and justice. On the other hand, the view which assumes that the choice of moral behavior is essentially rational as a response

originating from and derived from understanding and reasoning based on humanity and justice goals, is called a new view. According to Dewey in Nina Syam (2011: 3) states that the main characteristic of moral education based on this new view is that education uses a cognitive development approach. It is called cognitive, because it values moral education as an intellectual education that seeks the emergence of active thinking in dealing with moral issues and in making moral decisions. Called development, because the purpose of moral education is to develop a level of moral judgment in accordance with predetermined stages. The level of moral development in this study is used as a variable measuring student learning gains because moral behavior is considered as the result of thinking which is a reflection and one's learning experience. The consequence of the rational view is that a moral behavior is considered to have no moral value if the behavior is not carried out based on one's own volition consciously as an implication of understanding from previously learned values. That is, how beneficial a moral behavior is to human values, if that action is not accompanied by and based on moral development then that action cannot be said to be moral behavior that contains moral values. A moral behavior is considered to have moral value if the behavior is carried out consciously of one's own volition and originates from autonomous moral thoughts. (Frankena in Nina Syam, 2011:98) Thus it can be concluded,

According to Dewey in Sagala (2013: 201) states that basically the purpose of education is to develop intellectual and moral abilities. Psychological and ethical principles can help schools to improve the entire educational task of building strong student personalities. According to Shaver in Suparno (2002: 142) argues that schools as educational institutions are responsible for improving students' thinking skills and skills in making a decision to act or not to act. According to Goods in Wibowo (2001: 100) states that moral education can be carried out formally or incidentally, both at school and in the home environment. However, according to Durkheim in Wibowo (2001: Frankena, Nina Syam (2011:395) suggests five objectives of moral education as follows: (1) Strive for an understanding of "moral view" or moral ways of considering actions and determining what decisions should be made, such as distinguishing aesthetics, legality, or views on wisdom (2) Helping to develop belief or adoption of one or several fundamental general principles, ideas or values as a basis or basis for moral considerations in making a decision (3) Help develop confidence in and or adopt concrete norms, values, virtues as in traditional moral education that has been practiced so far (4) Develop an inclination to do something that is morally good and right (5) Increasing the achievement of autonomous reflection, self-control or spiritual mental freedom, although it is realized that it can make a person a critic of the ideas and principles, and general rules that are currently in force. Philosophically moral principles do not distinguish all regulations, while concrete moral values are based on specific rules that apply to a particular society. (Kohlberg in Aryani, 2010: 129) According to Beddoe in Nurul (2008: 119) suggests that moral education should be carried out by developing a life that allows a person to have a deep respect for others. The recommended learning is by solving problems through moral conflict in order to be able to increase moral judgment.

The character or personality of a teacher does not only determine his authority in front of students, but also in front of the community. Characteristics of a good teacher's personality are very important for smart teachers so they can control and control the behavior of their students through habituation patterns. It is a big mistake if a teacher only teaches rote and memory material to students without paying attention to aspects of attitude and social skills. Habituation of a good attitude and provision of social skills is very important to build student character. The true teacher is one a person who must be versatile and versatile know. As well as being able to transfer habits and knowledge of the participants educate them in an appropriate way development of the potential of their students (Mulyasa, 2017). From the notion that the role of the teacher is a set of expectations imposed on individuals or groups to exercise rights and obligations to be carried out by the role holder. Moral education of prospective educators who have strong and intelligent morals can be carried out by equipping themselves with sincere intentions with the mission of making students the next generation who are great, intelligent, and with character. If a teacher does it with sincere intentions, superior characters will undoubtedly be created, especially in terms of morals. Do not teach solely because of salary or profession. Equip educators with high creativity. This is expected of every teacher. Because creative teachers have the following ways of teaching (1) Lots of creative things are created that will make students happy and enthusiastic in learning. If the teacher only delivers lessons repeatedly in the same way, students will get bored easily (2) Becoming an inspiring Educator that is open and opens insights for students and himself. The insight meant here is to open up new thoughts and new ways to succeed in their task of learning. Inspirational teachers can also be one of the facilities for student success in learning.

Conclusion

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only teaches rote and memory material to students without paying attention to aspects of attitude and social skills. Habituation of a good attitude and provision of social skills is very important to build student character. Moral education is an educational program (school and outside school) that organizes and "simplifies" moral resources and is presented with due regard to psychological considerations for educational purposes. Moral education of prospective educators who have strong and intelligent morals can be carried out by equipping themselves with sincere intentions with the mission of making students the next generation who are great, intelligent, and with character. If a teacher does it with sincere intentions, superior characters will undoubtedly be created, especially in terms of morals. Do not teach solely because of salary or profession. Equip educators with high creativity. This is expected of every teacher. Equip educators with high creativity. This is expected of every teacher. Equip educators with high creativity. This is expected of every teacher.

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