International Journal of
Students Education

BERPUSI PUBLISHING

EDUCATIONAL ENVIRONMENT IN THE IMPLEMENTATION OF CHARACTER EDUCATION

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Abstract

The purpose of writing this article is to discuss the meaning and role of the educational environment in character education. Character education is the development of the ability of students to behave well which is marked by the improvement of various abilities that will make humans as divinity creatures (subject to the concept of divinity), and carry out the mandate as leaders in the world. The abilities that need to be developed in students are the ability to be themselves, the ability to live in harmony with humans and other creatures, and the ability to make this world a vehicle for shared prosperity and prosperity. The analytical method used in discussing the main topics uses an effective causal analysis model by reviewing rational relationships, which occur and analyzing causal relationships between the educational environment in character education and the main source of literature reviews. This demoralization is because the learning process tends to teach moral and character education only textually and does not prepare students to respond to this contradictory life. The results of the discussion show that the educational environment has a major influence on character education. This article concludes that the implementation of character education needs to be supported by a good educational environment.

Keywords : Environment, learning, character education

Introduction

According to (Physics, 2013) the complexity of problems surrounding character or morality has become a common thought and concern. The crisis of character or morality is marked by an increase in violent crimes, drug (drug) abuse, pornography, pornography, and promiscuity which has become a pathology in society. The other real moral crisis that has occurred is the corrupt behavior that has become a tradition in society. In addition, a crisis of confidence also occurred in the elite group of society, namely corrupt behavior which is increasingly worrying. This demoralization is because the learning process tends to teach moral and character education only textually and does not prepare students to respond to this contradictory life. Dealing with this problem, the implementation of character education becomes a necessity. Character education is not a new topic in education. In fact, character education is as old as education itself. Based on historical research from all countries in the world, education basically has two goals, namely guiding students to become intelligent and have virtuous behavior (Cahyo, 2017) . Presidential Decree 87 of 2017 was again issued by the government and focused on improving character education. The aim of the national character education policy is to help students achieve their potential as human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become responsible citizens. Seeing that character education is the development of the ability of students to behave well which is marked by the improvement of various abilities that will make humans as divinity creatures (subject to the concept of divinity), and carry out the mandate as leaders in the world. The abilities that need to be developed in students are the ability to be themselves, the ability to live in harmony with humans and other creatures, and the ability to make this world a vehicle for shared prosperity and prosperity. (Nuni, Nurajizah. Beti, Rahayu. Caraka, 2019). Thus, the essence of character education is the process of guiding students to change

behavior, change attitudes, and change culture, which will eventually create a civilized community. It is believed that the implementation of character education is greatly influenced by the educational environment, the article analyzes the relationship between the implementation of character education and the educational environment.

Research Methodology

The analytical model used in discussing the main topics in this article uses a causal-effectual analysis model using a rational approach that is structured based on the results of a literature review. The analytical model developed follows the pattern suggested by Ramdhani & Ramdhani (2014: 1-9) and Ramdhani, Ramdhani, & Amin (2014: 47-56). The unit of analysis used to study each subject is carried out by reviewing the topic of discussion based on defined definitional boundaries and then discussing it based on an environmental approach. In this context, the author in discussing the role of the environment uses an ecological approach as a science that studies patterns of mutual relations between creatures in an ecosystem where they grow and develop. One of the core concepts in ecology is the ecosystem, which is an environmental system formed by reciprocity between living things and their environment.

Result & Discussion

Character is interpreted as a way of thinking and behaving that is unique to each individual, both within the family, society, nation and state. Individuals with good character are individuals who can make decisions and are ready to take responsibility for any consequences of their decisions. Character can be considered as the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality which are embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, karmic procedures. , culture, customs, and aesthetics. According to (Labudasari & Rochmah, 2019) Character is composed of three interconnected parts, namely: moral knowing (moral knowledge), moral feeling (moral feelings), and moral behavior (moral behavior). Good character consists of knowledge about goodness (knowing the good), desire for goodness (desiring the good), and doing good (doing the good). In this case, habituation is needed in thought (habits of the mind), and habituation in action (habits of the heart), and habituation in action (habits of the action). However, the essence of character education has a higher meaning than moral education, because character education is not only related to the problem of right and wrong, but how to instill habits about the good things in life, so that learners have high awareness and understanding, and concern and commitment to practice virtue in everyday life. In the context of Islamic thought, character is related to faith and sincerity. Character education aims to improve the quality of educational processes and outcomes that lead to character education and the noble character of students as a whole, integrated and balanced, in accordance with graduate competency standards in each educational unit. Through character education, students are expected to be able to independently improve and use their knowledge, study and internalize, and personalize the values of character and noble character so that they are manifested in daily behavior. Character education is an effort to build character that is influenced by the environment. This is in line with the statement of Samani & Hariyanto (2013: 43) which reveals that character as a basic value that builds a person's personality, is formed both due to heredity and environmental influences, which distinguishes it from other people, and is manifested in attitudes and behavior in everyday life. day.

Principles of Character Education

In general, education is an interaction between the factors involved in it in order to achieve educational goals. The interaction of these factors can clearly be witnessed in the learning process, namely when educators teach values, knowledge, and skills to students, while students receive the teaching. The goal of the educational process is not just to develop the intellectuality of students by supplying as much knowledge as possible, more than that, education is a process of giving understanding, understanding, and appreciation to the practice of what they know. Thus, the highest goal of education is the overall personality development of students by changing the behavior and attitudes of students from negative to positive, from destructive to constructive, from bad to noble character, including maintaining the good character they bear. According to (Cahyo, 2017) states that the success of character education programs can be known through the attainment of indicators by students as stated in the graduate standards in each school which include; (1) Practicing the teachings of the religion adhered to in accordance with the stages of human development; (2) Understand your own strengths and weaknesses; (3) Demonstrate a confident attitude; (4) Comply with social rules that apply in the wider environment; (5) Appreciate the diversity of religions, cultures, ethnicities, races, and socio-economic groups within the national scope; (6) Seek and apply information from the surrounding environment and other sources logically, critically and creatively; (7) Demonstrate the ability to think logically, critically, creatively, and innovatively; (8) Demonstrate the ability to learn independently in accordance with its potential; (9) Demonstrate the ability to analyze and solve problems in everyday life; (10)

Describe natural and social phenomena; (11) Using the environment responsibly; (12) Applying the values of togetherness in social, national and state life; (13) Appreciate works of art and culture; (14) Appreciate work assignments and have the ability to work; (15) Implement a clean, healthy, fit, safe life and make good use of free time; (16) Communicate and interact effectively and politely; (17) Understanding the rights and obligations of self and others in association in society, respecting the facts of different opinions; (18) Demonstrates a penchant for reading and writing scripts; (19) Demonstrate listening, speaking, reading, and writing skills; (20) Master the knowledge required for advanced studies; And (21) Have an entrepreneurial spirit. Character education is a system of cultivating character values which includes components of knowledge, awareness, will, and action to carry out values, both towards God Almighty, oneself, others, and the environment so that we become human beings. Character education can be integrated into learning in each subject. Learning materials related to norms or values in each subject need to be developed, made explicit, linked to the context of everyday life. Thus, learning character values is not only at the cognitive level, but touches on internalization and real practice in the daily lives of students in society (Soraya, 2020).

The Role of the Environment in Character Education

The educational environment includes all material and stimuli inside and outside the individual, both physiological, psychological and socio-cultural. The discussion of the educational environment in this article is limited to the important factors of the educational environment in the implementation of character education adopting the concept developed by Tobing (2007: 28-32), which explains that the important factors in the implementation of learning activities are: (a) Humans In essence, knowledge resides in the human mind. Aside from being a source of knowledge, in essence it is also the actor of the learning process. Human factors are closely related to processes that increase capacity (learning process). This indicates that character education is influenced by the human element in character education. The level of interaction between people and association with people around will have an impact on the ability of a person (students) to internalize a value and norm of life (b) Leadership A very critical role that must be carried out by leaders is to build a strong vision, namely a vision that can move all members of the organization to achieve this vision. Leadership is a process that includes motivating organizational members, managing people, selecting the most effective communication channels, and conflict resolution. The pattern of leadership from the leaders of educational institutions and teaching staff will influence the effectiveness of the character education process for students. This is supported by Mulyasa's statement (Cahyo, 2017) which states that the successful implementation of character education is largely determined by aspects of leadership in planning, implementing, and evaluating the implementation of character education as a whole (c) Technology is the systematic application of science to exploit the natural surroundings and control phenomena that can be driven by humans in economically productive processes. This shows that technology will be able to encourage the efficiency and effectiveness of the character education-based learning process (d) Organization Organization is concerned with handling the operational aspects of knowledge assets, including functions, processes, formal and informal organizational structures, control measures and indicators, process improvement, and process engineering. Wahjono (2010: 34) reveals that organizational behavior is a field of study that includes theories, methods, and principles from various disciplines to study individual perceptions, values, individual learning capacities, and actions when working in groups and in organizations as a whole. as a whole, analyzing the effect of the external environment on the organization and its resources, mission, goals, and strategy. The author believes that the role of organizational patterns and forms will have a real influence on the efficiency and effectiveness of the character education-based learning process.

Conclusion

Education is a conscious process carried out for students in order to grow and develop physically and spiritually optimally to reach a level of maturity. Discourse on education is always associated with efforts to build character. On the other hand, character will be formed by various existing factors, and among them are principles, designs, strategies, and learning models which are influenced by the environment. Learning is essentially an interaction between individuals and the environment. The environment provides stimulation (stimulus) to the individual and vice versa the individual provides. Character education can be an alternative to answering the challenges of globalization which can build national civilization. This is because character education wants to form individuals into moral individuals who can live up to their freedom and responsibilities in relation to other people and their world.

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