



The Importance of Character Education for Elementary School Students in Facing the Era of Globalization

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ABSTRACT

Character education is very important for elementary school students in facing the era of globalization. The era of globalization allows children to interact with various cultures and different values. In situations like this, character education can help students develop cognitive, physical, social-emotional, creativity and spiritual dimensions. Character education aims to shape and develop Indonesian people who are devoted to God Almighty, obey applicable legal regulations, carry out interactions between cultures, apply the noble values of the nation's culture, and strengthen the spiritual, moral and ethical foundations as the pride of the Indonesian nation. By having good character, students will become responsible individuals and be able to lead society in a better direction in the future. Therefore, character education must be applied and practiced in everyday life so that it becomes a good habit.

Keywords : Character Education, Globalization

Introduction

Character education is very important to encourage responsible behavior in school children. Developing character education for the Indonesian nation requires truly high-quality human resources (HR) so that the goals set in the development program can be fully achieved. Through character education, we develop human resources, superior human beings who can support the realization of national ideals and relationships between education. What is really needed now is education that combines character education with education that can optimize the development of all aspects of children: cognitive, physical, social emotional, creative and spiritual. By using an educational model like that, you can shape your child's orientation towards being a whole person. The quality of children will be better not only cognitively, but also better character in each child. This is in line with the National Long Term Development Plan (RPJP) 2005-2025 (UU No. 17 of 2007) which is based on the Pancasila philosophy. The way to realize character education through education is by being devoted to God Almighty (YME), obeying applicable norms, obeying applicable punishments, and interacting well between religions, cultures, races and ethnicities. This aims to shape Indonesian people. Culture and noble values can be applied. A character education system that instills cognitive elements in the cultural values of a nation teaches aspects of knowledge and attitudes, feelings and behavior that apply in social life with the surrounding community and prioritizes tolerance between religious communities from the Almighty (YME). Ki Hajar Dewantara views personality as character and character. Koesoema (2007, p.80) states that personality is considered the same as character if personality is viewed from a behavioral perspective which emphasizes the individual's innate physical and mental components. As stated by Samani & Hariyanto (2013), personality is influenced by genetics. Personality can be defined as the basic values that shape a person's personality, and are formed both by genetic influences and environmental influences that differentiate them. This influences other people and is manifested in attitudes and actions in everyday life. Indirectly contributing to the interest, understanding and application of applicable ethical rules and norms in order to support the social, ethical and emotional development of students through the implementation of character education in Indonesia. The application of character education helps teachers acquire character, morals and character values that influence students' character and later achieve the goal of developing students' ability to make good judgments and the ability to make bad judgments to help social life in society.

Character building

Character education is the process of providing guidance to students to become complete human beings, with character in the dimensions of heart, mind, body, as well as feelings and intentions (Ardi, 2013: 28). Character education can be interpreted as moral education, values education, character education, moral education, character education, which aims to provide good and bad decisions, maintain what is good, and realize goodness in everyday life wholeheartedly. Character education is an active effort that aims to form habits so that children's character will be etched from an early age, so that they can make good and wise decisions and practice them in everyday life (Agus, 2012: 20). Character education is also known as values education. Because character is value in action, value that is realized in action. Character is also called operative values or values that are operationalized in action. Character education is basically an effort in the process of internalizing, presenting, emulating, and developing good values in students. By internalizing good values in students, it is hoped that good behavior can be realized (Wiyani, 2013: 70). Operationally, the objectives of character education in a school setting according to Ardi (2013: 72) are as follows: 1) Strengthen and develop life values that are considered important and necessary so that they become students' distinctive personalities as well as the values developed.

The first aim of character education is to facilitate the strengthening and development of certain values so that they are manifested in children's behavior, both while still at school and after graduating. Strengthening and development means that education in a school setting is not a dogmatization of values, but a process that brings students to understand and reflect on the importance of realizing values in daily behavior. Strengthening also directs the educational process towards a habituation process carried out, both in classroom and school settings. Strengthening also means that there is a relationship between strengthening behavior through habituation at school and at home. The Ministry of Education and Culture (2010) states that what is meant by integrated character education in the learning process is the introduction of values, gaining awareness of the importance of values, and internalizing values. 14 values into students' daily behavior through the learning process both inside and outside the classroom in all subjects. Character education through learning materials is related to values and norms related to the context of everyday life. Learning is able to produce students who have good cognitive abilities, and are able to provide students with real experience regarding daily life in society (Amri, 2011: 52). The application of character education in learning at school includes planning, implementing and assessing learning. The character values to be achieved are included in the RPP and also the syllabus created by educators (Wibowo, 2012: 86). Based on the opinion regarding the Implementation of character education in elementary schools, it can be concluded that character education in schools can be implemented if all parties or school members always instill character values in students starting from learning activities which are the main key to the success of implementing character education in schools, therefore teachers must play an active role in implementing character education.

Globalization

According to Lyman, globalization is usually interpreted as "rapid growth of interdependency and connection in the world of trade and finance". 5 However, he himself is of the opinion that globalization is not only limited to the phenomenon of trade and financial flows which are developing increasingly widely, this is because there are other trends driven by technological capabilities that facilitate financial change, such as the globalization of communication "there are other trends driven by the same explosion of technological capability that have facilitated the financial change. Globalization of communication is one such trend". Globalization can be seen as the compression of space and time in social relations and the emergence of global awareness about this compression. In everyday language, this process can be said to be "the world is getting smaller". Globalization in this broad sense is a fact that does not need to be debated. And perhaps we agree that in essence the globalization process existed long before the term globalization was introduced. Or more precisely, the globalization process that occurred before the term globalization was introduced is often referred to as globalization without a name "Globalization was reality without a name". This anonymous globalization existed before the era of Western colonialism and imperialism which began around 1500, even before Islamic civilization ruled the world. In fact, the grassroots of globalization can be traced to pre-Islamic times.

Research Methodology

This research uses studies from previous research using the meta-analysis method. To be able to fulfill scientific functions, the author needs a systematic scientific method to integrate research findings or results. Research results were collected by searching for journals and theses on several electronic media such as the internet. Through Google Scholar you can search with the keywords: *Character education, Elementary School Students, Era of Globalization*. The selected journal is a journal that contains things related to the keywords used. From the search results obtained, the author chose 8 journals which were then selected and reanalyzed so that the

remaining journals were for further study. Through observation, documentation and interviews with school residents, including students, we reached the final stage, namely the conclusion that by innovating the material with regional fairy tales, it could be used as a learning resource for elementary school students. The relationship between regional fairy tales can broaden students' insight and can also learn how to have good character for everyday life.

Place and time of research

This research will start in May 2022 and is estimated to last until January 2022.

Table 1. Estimated Time for Research Implementation in 2022

No	Activity	Month															
		October				November				December				January			
1	Preliminary Survey		√	√	√												
2	Preparation of proposals / seminars					√	√	√	√								
3	Research Implementation									√	√	√	√				
4	Coverage Research result /hearing													√	√	√	√

Table 2. Implementation Schedule

No	Activity	Month															
		Feb				Mar				Apr				May			
1	Preliminary Survey		√	√	√												
2	Preparation of proposals					√	√	√	√								
3	Research Implementation									√	√	√	√				
4	Compile research results and publications													√	√	√	√

Results and Discussion

Based on the research results, the author obtained 8 journals related to the importance of developing and implementing character education in elementary schools. From the 8 journals and articles that have been obtained, the author chose 6 journals that will be studied further, namely:

Table 3. Improving Learning Outcomes Using Qualitative Methods

No	Research title/Title Article	Researcher/Writer is	Improved Learning Outcomes	
			Before	After
1.	Implementation Character Education Through Management Dynamic Class	Jonah Good Panuntun	Before implementation or the implementation of character education, students are difficult to manage and lack socialization with the community.	By implementing character education through dynamic classroom management, implementing character education for elementary school age students in carrying out conducive learning activities through classroom management that supports knowledge and character. The character values instilled are: religious, disciplined, friendly, likes to read, cares about the environment, independent and curious.
2.	Value Cultivation Student Character Class IV School State Policy 133 Through Fairytale "Clever Competition Sleep"	Raminem	While doing it research, the teaching and learning process in the classroom teachers only look at the numerical values compared to the attitude values carried out by students while at school. This causes suboptimal learning.	After implementing character education through fairy tales, students can play an important role in the characters in the fairy tales. So that students can apply the good characters in the fairy tale to apply them to the continuity of life in society.
3.	Application Character building Discipline Dan Responsibility Students at State Elementary School No. 13/1 Estuary Bulian	Sri Patmawati	Before it existed Implementation of discipline and responsibility character education, student behavior in implementing disciplinary behavior is categorized sufficient percentage (58.3%) and behavior in implementing responsible character in the percentage category (57.5%).	Based on the research results, it shows that character education is discipline and responsibility carried out so well with good percentages which is higher (87.5%) than before. This matter shows that implementing the character can create students with sufficient personality Good.

4.	Formation Participant Character Educate Through Social Studies Learning in Class III SD Inpres Lanrae District Mallusetation Barru Regency	Hulipa	From the results of research that has been carried out. It can be seen that teachers are more concerned with cognitive aspects than affective aspects. During learning, some students do not pay attention to the teacher and do not respect the teacher when explaining, even students are dishonest and cheat in doing assignments and tests. carried out by the teacher. Apart from that, some students are still late coming to school, even the 3S culture (Smile, Greet, Greeting) is only a symbol on display. Students only greet and say hello to their homeroom teacher. There are still many teachers who are unable to carry out the teaching and learning process simultaneously during the teaching and learning process. The teacher's handbook does not adjust the characteristics of students to the level of difficulty of the material. As a result, learning outcomes are not optimal.	This research process requires three stages within three days. In the third stage of the process, changes begin to show that show value in the child's character. The character values of tolerance, hard work, curiosity, creativity, friendship, appreciation, happiness, honesty have shown the form of good treatment.
5.	Implementation Character Education in Learning in Elementary school	Angga Meifa Wiliandani, Bambang Budi Wiyono, A. Yusuf Sobri	Researchers look educational infrastructure such as library space is still not available optimal. Then in the implementation of character education it is not yet visible during learning taking place. Teacher strive to improve this character education through several program with the hope that students can apply character education explicitly well school	In this research process researchers create programs schools that explicitly direct on planting character building. Which Firstly Education character in extracurricular activities. In this program, the cultivation of character education is more visible as in extras in the religious field

			or at home.	where to plant religious, responsible, likes to read and creativity looks more real. Second, character education in habituation activities. In the process of forming morals and The planting of religious teachings can be done through habituation activities carried out every day during learning. On This program is carried out to get students used to doing things well. From both the character education instillation program, researchers found changes in character towards that better.
6.	Implementation of the Strengthening Program Class-Based Character Education in Elementary Schools in Sleman District Sleman Regency	Justina Dini Putranti, and Maria Melani Ika Susanti	Researchers found that in classroom management and lack of attention to learning methods, the cultivation of character education was not optimal.	Teachers have obtained a PPK socialization percentage of 87.5%. Teachers have been able to integrate PPK values in syllabus design into lesson plans as much as 97%, while teachers have also been able to apply and familiarize attitudes/characters before start learning.

Through educational institutions with the aim of educating students in the field of knowledge, and being able to learn about attitudes that can be adopted through instilling character education in schools. In agreement with Wiyani (2013: 27-28), character education is the process of giving demands to students to become complete human beings, with character in the dimensions of heart, mind, body, as well as feelings and intentions. Implementing character education for children in the era of globalization is actually very simple, but it does require extraordinary struggle. The current use of Gadgets among elementary school children who tend to prefer to be used to watch Tik-Tok videos which they then apply in their daily lives, this has indirectly made elementary school children now imitate western styles. Not only that, when today's children play or gather with other peers, they are also engrossed in playing online games with their respective gadgets. This will of course be a negative impact of the era of globalization which should be avoided. In today's life, both parents must be able to make decisions to keep their children away from the dangers of Gadgets and introduce appropriate things that are suitable for the child's development. There are many positive things that can be introduced to children without having to sacrifice the child's future just because technological advances have many negative aspects. However, it is not only from the negative side, there are many positive sides that actually occur in the current era of globalization, for example, children are comfortable in the world of good children with the guidance of both parents (Chusna, 2017). When globalization occurs like now, what we need is the spirit of nationalism among citizens with the existence of the Indonesian nation and state. High nationalism from citizens or the younger generation will create positive and best behavior for the nation and state.

In the current era of globalization there are several impacts that have reduced the spirit of nationalism among the younger generation. The influence of globalization has made many school children or teenagers lose their confidence as Indonesians. as stated by (Smith Anthony, 2003) The waning sense of nationalism begins with the idea of a global culture based on electronic mass communication. "In this era of globalization, there is a meeting and friction of cultural and religious values throughout the world that utilize communication, transportation and information services resulting from technological modernization." Technology provides extraordinary opportunities to create a new, globalized world (Azizy, 2004). Character education is the main key to being able to regenerate a young generation that has a high sense of nationalism, or to increase the sense of nationalism in the young generation in this era of globalization. Based on the meta analysis that has been carried out, to improve character education in elementary schools, namely the implementation of character education through social studies learning, this can be seen from the results during learning activities. By implementing several character education programs and grouping students to participate in the implementation of these programs. In the first character education program through extracurricular activities such as scouting, where students with their interests and talents can work together in a team or group. In character education such as spiritual activities carried out in elementary schools which are usually held on Fridays. This activity is an application in the religious field, namely that students are actually taught to cultivate religious attitudes such as reading verses of the holy Qur'an, blessings on the prophet, and listening to religious speeches or lectures. Secondly, through the habituation program students are accustomed to carrying out certain activities and attitudes good.

Conclusion

Based on the analysis of the research results that have been carried out, a series of learning processes carried out using several ways of implementing character education through learning activities, helps students to implement good personality and social skills in elementary school. From the research results, the implementation of character education through social studies learning has been proven to a significant level by showing the character values of tolerance, hard work, curiosity, creativity, friendship and honesty which have been carried out well. Thus, it can be concluded that social studies learning has an influence on the cultivation of character education in elementary schools. However, with the current era of globalization, it tends to expose children to negative influences, so it is important to have character education for elementary school children.

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