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## Character Education and Students Social Behavior

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### Abstract

In an educational environment, in the form of character education program has been done both formally and informally. It's intended as one of the supporting ideas for follow-up in the form of design activities.

Character education should basically refers to the vision and mission of the institution concerned. It shows the orientation of the two things in the character of the students are: aspects of human character and individual learners hallmark institution.

In this paper, these two aspects is the author trying to ideas by referring to some other writings. The end result, the authors expect the birth of a design patent as early referral to spearhead a character development program learners.

**Keywords:** *character education, social behavior, students, program.*

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## **PRELIMINARY**

The dynamics of education have recently been marked by the birth of the Law No. 14 of 2005 on Teachers and Lecturers, its introduction to the conclusion that the development of education is the intellectual life of disabled people who believe, fear Allah, and honorable based on Pancasila and the 1945 Constitution. Accordingly, developing education moral values or character among the learners should always get attention. Education at all levels is a very important platform to prepare since the dawn of the next generation that later would become the leader of our nation in the future.

There is a strong indication of the loss of the noble values inherent in our nation, such as honesty, politeness, and togetherness, enough to make our common concerns. There should be an effort to make those values back to characters we feel proud in front of other people. One effort in that direction is to improve our education system should emphasize on character education.

Building a nation's character takes a long time and should be done continuously. Our government, represented by the Ministry of National Education unceasingly making efforts to improve the quality of education in Indonesia, but not everything works out, especially Indonesia produces human character. One of the efforts to achieve education as above, the learners must be provided with special education that brings the core mission of the coaching character or moral values.

Character building is an important part of education performance. Character is the personality inherent in a person. Confucius said that people basically have the potential love of virtue, but if it is not accompanied by the potential for education and socialization after humans are born, then people can turn into animals, even worse. This is supported by the hadith of the Messenger of Allah that: "Every child is born in a state of nature, because of its parents make him Jewish, Christian or Zoroastrian." This indicates that the potential can not be left alone but need to be grown. Likewise, the characters that are part of the child's potential, must be nurtured and well educated, I'll be a pious child and rewarding.

School as an educational institution is one of the important resource. While evaluating your educational institution concerned, it is important to develop a curriculum that explicitly includes character education.

Recognizing that individual characters can not be formed only through one or two activities only, then prepared a draft program of sustainable development and integrated character in learning, wherein the process also involves all teachers, staff, and other agencies in educational institutions, so that the benefits of character building can be felt.

### **Character education in other countries**

Character education in the country starting from basic education, as in the United States, Japan, China, and Korea. Some evidence that the implementation of character education are arranged systematically truly have a positive effect on academic achievement.

U.S. government strongly supports character education program implemented since basic education. This can be seen in the educational policy of each state that giving sizable portion in the design and implementation of character education. This can be seen in the number of characters in the American educational resource that can be obtained. Most, programs in character education curriculum emphasizes experiential study as a means of developing the character of students.

In his research, Mr.. Doug Monk from Kingwood Middle School in Humble, Texas, compared the evaluations of teachers to the students before and after the implementation of the curriculum Lessons in Character. In the curriculum more invites students to interact in social activities and develop their sensitivity, the positive impact on the change of learning, care and respect for the school staff, and the increasing involvement of the students volunteer in humanitarian projects (Brooks, 2005).

In the Chinese state, the education reform program desired by Deng Xiaoping in 1985, explicitly expressed about the importance of character education: Throughout the reform of the education system, it is imperative to bear in mind that fundamental reform is for the purpose of turning every citizen into a man or woman of character and Cultivating more constructive members of society (Li, 2005). Because of the character education program has become a prominent activity in China run from preschool to university.

Li Lanqing, a Chinese bureaucrats who have a comprehensive understanding and in-depth education about the dangers of the education system emphasized too stressed memorizing, drilling and rigid ways of teaching, including the education system is oriented only to pass the exam. As a result, China's relatively recent rise of economic adversity, social, and cultural rights carried by the Cultural Revolution by Mao, can be so fast to catch up and become a developed country. President Jiang Zemin himself had collected all Politburo members to discuss how to reduce the burden of student learning through the adoption of a system of education that deserves life and fun, and the development of all

aspects of the human dimension; aspects of cognitive (intellectual), character, aestetika, and physical (athletic) (Li, 2005).

### **The urgency of character education**

The terminology character education began to be introduced since the 1900's Thomas Lickona considered who carried, especially when he wrote a book entitled *The Return of Character Education* and then followed his book, *Educating for Character: How Our School Can Teach Respect and Responsibility*. Through these books, he western world aware of the importance of character education. According to character education, Ryan and Bohlin, contains three main elements, namely knowing the good (knowing the good), loving kindness (loving the good), and do good (doing the good) (Lickona, 1991: 51). Character education is not merely to teach what is right and what is wrong to the child, but more than that character education inculcate the habit (habituation) of the good that students understand, able to feel, and want to do good. Character education is a mission similar to moral education or moral education.

### **Definition of character**

In terminology, meaning the character forward by Thomas Lickona. He said the character is "a reliable inner disposition to respond to situations in a morally good way." Then he added, "so conceived Character has three interrelated parts: moral knowing, moral feeling, and moral behavior" (Lickona, 1991: 51). According to Lickona, noble character (good character) includes knowledge of goodness, and cause commitment (intention) of goodness, and finally actually doing good. In other words, the characters refer to a set of knowledge (cognitives), attitudes (attitudes), and motivations (motivations), and behavior (behaviors) and skills (skills).

From the above it is understood that the character is identical to the character, so the character of the values of universal human behavior that covers all human activities, both in order to relate with God, with himself, with others, as well as with the environment, which manifests itself in the mind, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. From this emerged the concept of character education concept character (character education).

The next, Hill (2002) said: "Character determines someone's private thoughts and someone's actions done. Good character is the inward motivation to do what is right, according to the highest standard of behaviour, in every situation".

Character education teaches habitual ways of thinking and behaviors that help individuals to live and work together as a family, community, and state and help them to make decisions that can be accounted for.

Characters that become mold as in *The Six Pillars of Character* issued by the Character Counts! Coalition (a project of The Joseph Institute of Ethics).

Six types of characters are as follows:

- a. Trustworthiness, the shape of the character that makes a person: integrity, honesty, and loyalty
- b. Fairness, shape the character that makes a person have an open mind and do not like to take advantage of others.
- c. Caring, the shape of the character that makes a person have a caring attitude and concern for others and the social conditions of the neighborhood.
- d. Respect, the shape of the character that makes a person always appreciate and respect others.
- e. Citizenship, the shape of the character that makes a person aware of the laws and regulations as well as care for the natural environment.
- f. Responsibility, the form of the character that makes a person responsible, disciplined, and always do things as good as possible.

### **Character building**

Character building of students in each educational environment means the efforts made by the institution in the context of the formation of the character of students. The term is synonymous with coaching is the formation or development. Associated with educational institutions, now more encouraged the formation of the school culture. One of the chosen school culture is a culture of noble character. From this came the term the formation of moral values in the school culture.

Experience of Muhammad Arab community building to be human noble (civil society) takes that long. This construction is starting to build their beliefs for more than thirteen years, when the Prophet was living in Makkah. Furthermore, for more than ten years of Prophet continued formation of their character by teaching sharia (Islamic law) to equip worship and their daily muamalah. With the capital and the Islamic Aqeedah and supported by exemplary attitude and behavior of the Prophet, the

civil society (which is noble) successfully built the Prophet who then continue in the next period after the Prophet.

Michele Borba offers a pattern or model for the cultivation of noble character. Michele Borba use the term moral intelligence construct. He wrote a book entitled *Building Moral Intelligence: The Seven Essential Vitues That Kids to Do The Right Thing*, 2001 (*Building Moral Intelligence: The Seven Virtues Moral High Home For Children*, 2008). Moral intelligence, according to Michele Borba (2008: 4), is the ability to understand what is right and wrong, which has a strong ethical beliefs and act on that belief, so that he be true and honorable. are the main properties that can lead someone to be kind, strong character, and become good citizens.

How to develop good character in children's self-concludes a seven ways to do the child to foster virtues (good character), empathy, conscience, self-control, respect, kindness, tolerance, and justice. The seven kinds of virtue is a quality human being can form anywhere and anytime. Although the intended audience is children, but not necessarily true for adults. In other words, the seven virtues offered by Michele Borba is applicable to anyone in order to establish moral intelligence.

Howard Kirschenbaum in one book, *100 Ways to Enhance Values and Morality in Schools and Youth Settings* (1995), outlining 100 ways to be able to increase the value and morality (character or moral values) in schools can be grouped into five methods: 1) inculcating values and morality (cultivation of values and morality), 2) modeling values and morality (modeling the values and morality), and 3) facilitating values and morality (to facilitate the values and morality), 4) skills for value moral development and literacy (skills for literacy development and moral values, and 5) developing a values education program (develop value education program). Kirschenbaum is of the opinion that all the teachers or lecturers together with the school needs to improve the quality of learning. One effort that can be done is building character of students through maximizing the role of teachers.

Meanwhile, Darmiyati Zuchdi emphasize four things in order to value teaching that leads to the formation of character (moral) noble, namely inkulkasi values, exemplary values, facilitation, and the development of academic and social skills (Zuchdi, 2008: 46-50). Darmiyati added, to the achievement of program educational value or character building to be followed by an evaluation value. The evaluation must be done accurately with the observation of relatively long and continuous (Zuchdi, 2008: 55).

### **Social Behavior**

Social behaviors such as helping, helping, giving, donate, or can be viewed as an act of charity that has a positive social consequences. Every kindness to others without expecting anything gift called prosocial behavior. According Wispe (Hakam, 2011:385) used the term prosocial behavior "to describe the antithesis of aggressive behavior, the sympathy, altruism (altruistic nature), charity (charity), assists (sharing), etc..

social behavior implies that aid or assistance must be made voluntarily, not because of external encouragement. Prosocial behavior only occurs when an individual has the freedom to choose whether to help or not. Although, maybe the inner impulse that requires individual prosocial behavior.

### **The process of character building**

In the process of education should know the purpose of education is Human Excellence (human virtue). So far, only one teacher to teach the subject matter, but this time the teacher had to teach character in their subject area. Thus, learners experience the learning process itself. Centered learning students means students participated in the learning process as much as possible. Learners are not only intelligent, but they also have good qualities.

### **Integration of Personality and Social Value In Subject**

One technique combines subjects such as character values through the game. For example, when children play ball, educators can ask the following question: "To put the ball into the goal, what are you doing?" Did you bring the ball itself or pass the ball to another friend to go to the net? "Learners themselves knows that to win the game needed unity in the team.

### **Character Learning Method**

In every student there are three stages to go through and accomplished (Fitriasari, 2011; 594):

- a. Moral Knowing. The objectives are: students are able to distinguish the noble moral values and moral character; understand logically and rationally (not doctrinal or dogmatic) the importance

- of moral values and the danger of logical character; students familiar figure of the Prophet Muhammad as an exemplary figure through his sayings.
- b. Moral Loving. Intended to foster a sense of love and takes the value of noble character. Target student teacher is an emotional dimension, the heart, the soul, not the ratio or logic. Teachers touch the emotions of students that growing awareness, noble desires and needs.
  - c. Moral Doing. Students practice the noble moral values in everyday behavior such as, polite, friendly, honest, compassionate, and so on.

### Draft of Character Education

Character education process so far has been a lot of touching character building of students. Unfortunately the character education at the primary level to the secondary schools in Indonesia have not really got a place than academic education. There are many schools which, although it is important to realize that the character, has not made a serious coaching to develop positive character. This resulted in the input received college students are not ready to be educated character.

In the midst of all the shortcomings and constraints, an institution still trying to construct a system of education which aims to improve academic competence and character of students. Character education in various educational institutions better known as Soft Skill development.

Here is an outline of the design process of an educational institution. Input is a prospective student at the institution. With a diverse background, motivation, and ability of learners through the learning process based on the values of the local culture. As expected outputs are alumni who have the competence and good character.

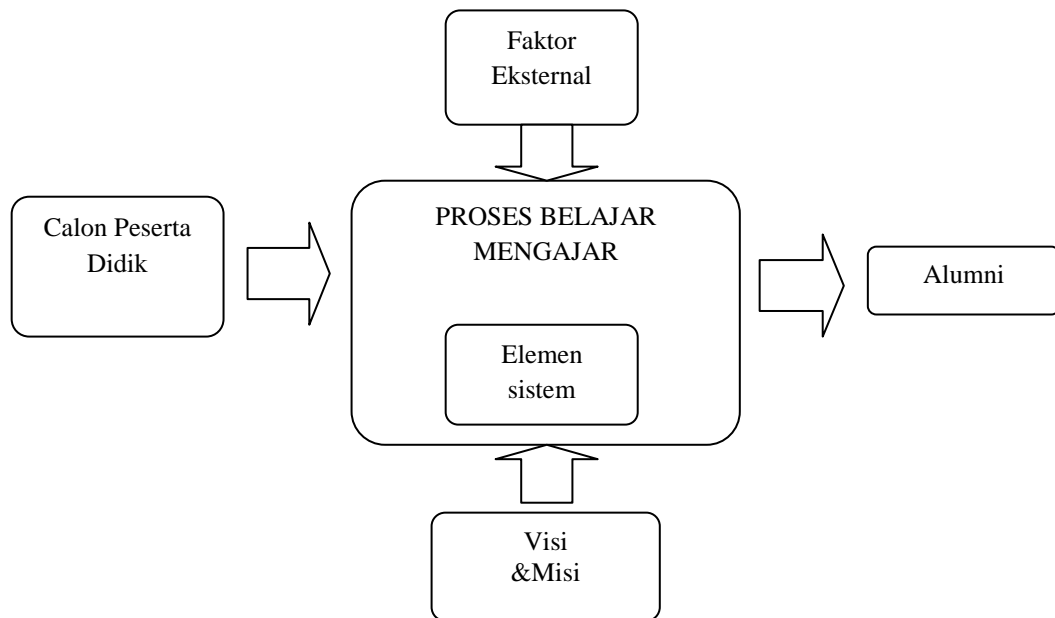


Figure 1. Teaching and Learning

In general, the character of the development plan can be divided into three stages, namely:

1. Early Stage. Emphasizes character development in students' awareness of the lives that have a series of consequences and responsibility.
2. Stage Associate. This stage emphasizes the independent learning process, trained to socialize with others and develop their sensitivity.
3. End Stage. At this stage of the development process focused on graduate profile expected by educational standards.
4. Both the initial stage, middle, or late stage, character development is done always refer to 6 characters that have been mentioned and its implementation will involve elements of the above systems.

## Character Identification of Students

The material development of the characters that will be the purpose of this program are determined based on the identification of the character of students. Character is a variable that is very difficult to measure, even with a psycho though. However to be able to design a program with the proper character building, must be measured against the character. A psycho-test device for measuring characteristics according Six Pillars of Characters have been designed (Hendra and Fransisca, 2003), and a device that will be used to take measurements. This tool has been designed to give an overview by Six Pillar individual character: trustworthiness, Fairness, Caring, Respect, Citizenship and Responsibility.

The output value of the test is low, medium, and high for each character learners. These results will be weighted and obtained a total score of each character for the entirety of learners who are tested.

From the results of these tests are known generally for students who were tested had a low propensity for character values Caring, Respect, and Citizenship. Thus, the third point is the character that made reference in compiling the material in the program the students character building.

## Implementation and Evaluation

Preparation courses for the curriculum development of the character of a systematic and integrated in every aspect of education and the process takes a long time.

Once the program is implemented, it must be carried out evaluation and measurement to assess the effectiveness of the program was done. The difficulties encountered in this case is, as already mentioned above that the characters develop through a process, not just the events that affect moment. Therefore, it is certainly not valid if the test code re-applied shortly after the program is finished running.

In the long term, the parameters that can be an indicator of the benefits of character development for students with strategies tailored to the needs of existing work.

## Conclusion

Character education is important for the growth of a human individual as a whole and should be done early. But that does not mean if you do not accommodate basic education of character building, educational institutions also felt no need to conduct it. It is important for an educational institution to not only pay attention to the needs of the academic competence of students, but also the character development so that graduates become graduates who are prepared academically and good character.

The desire to build the character of students have poured into the strategic planning and program design in a systematic and integrated.

Results from this program does not directly alter the character of the students, but it is expected to give a positive color in an atmosphere of learning. For the future, the design of character education should be done with high commitment and continuous improvement of business done.

Familiarization character (character) needs to be done and the realization of noble character (character) noble ultimate goal of an educational process so coveted by every institution that organizes the educational process. Culture or cultures that exist in institutions, schools, colleges, and others, was instrumental in establishing good moral values among the academic community and its employees. Therefore, educational institutions have a duty and responsibility to conduct moral education (moral education) for the students and also build community culture for moral values.

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