

The Role of Character Education Toward National Values Actualization

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Abstract—The aim of this paper is to examine the role of character education towards national values actualization. Character education plays an important role in shaping an individual's behavior to be better based on Pancasila values, 1945 Constitution and unity in diversity. National character is expected to contribute in the national development and national resilience. This paper argues that national values could not seem to be actualized because of structural problems. Political actors, state officials, and leaders are still involved in corruption and ethnic, religion, race, and inter-community (SARA) politicization. Corruption also frequently conducted by the teachers from the educational environment. Teachers are the actor that is responsible to embed habits and give intervene student behavior in order to form national character in practice, by contrast, they could not demonstrate the national character.

Keywords—character education; national values; national character

I. INTRODUCTION

National values are principles and norms believed by the Indonesians in carrying out the social life, national and state life. National values include the ideology of the state, ideology of Pancasila and 1945 Constitution, Wawasan Nusantara, and other nationalist thoughts [1]. In Indonesia, national values have embedded since elementary school, secondary education and higher education level. Strengthening national values in each of Indonesian citizens are expected to preserve communities from the negative effects of globalization and contribute to strengthening national resilience.

To realize a strong national character required a strong character of the students to think critically, creative and innovative to apply knowledge that has been taught. In practice, students have not had strong critical thinking yet to apply national values. Students are not challenged by the teachers to think and address their innovation in the implementation of knowledge that has been provided. This has resulted in the fall of national values actualization in social, national and state life.

Based on the background above, this paper aims to examine how character education in Indonesia affected national values actualization. To answer the question, this paper is divided into two parts. First, explaining the development of education character in Indonesia. Second, explaining the role of character

education towards national values actualization. The result of this writing is expected to become an evaluation for education planner.

II. RESEARCH METHODOLOGY

A literature review approach was used in forming this article in an attempt to answer the theoretical question which has been posed earlier; how character education in Indonesia affected national values actualization. The process involves investigating, examining, analyzing and interpreting the past events with the purpose of discovering generalizations that are helpful in understanding the past and present which will be beneficial in predicting and anticipating the future development of education character in Indonesia. The researcher reduces data by simplifying complex data, then displaying data in the form of explanatory description and elaborating the sense-making process on the data it possesses before it finally reaches the explanatory part of the findings and draws conclusions.

III. CHARACTER EDUCATION

This paper will first explain education definition itself. In accordance with Education Act No. 20, 2003 article 1 verse (1), "education is a conscious effort and planned manner in order to realize the atmosphere to support the learning process so that participants have an active role in developing the potential of themselves to achieve strong religious manner, self-control, personality, intelligence, morals, and skills, which is necessary for themselves, their communities, their nations, and their country." Based on the meaning, it can be said that education is an attempt to influence one's behavior to put in place what is expected so that they will be able to deliver positive change to the world. Whereas, the words character itself has a lot of definition. According to Kevin Ryan, a character is an act that has been related to their personality [2]. Allport adding that character is what defines individuals as a personality (a character is a personality evaluated) [3].

Character education can be defined as an attempt to form one's behavior that could apply the values and norms that is believed. According to Thomas Lickona, character education has three elements that is, knowing the good, desiring the good and doing the good [4]. Character education not only teaches about the good and the bad but also applying a good habit in their social life.

Values in character education include manners, moral and character. It is actualized as the love for their Gods, responsibility, honesty, respectful and polite, loving, caring, cooperative, confident, creative, hard-working, determinate, fair, leadership, humble, tolerance, peace, and unity [5]. Character education has three main functions: *first*, developing potential basic to have kindness, good thoughts and good behavior; *second*, improve bad behavior and strengthening behavior; *third*, filtering cultures contradict the noble values of Pancasila [5]. Character education relates to the concept of moral knowing, moral, and moral behavior [6]. From that three components, we can say that a good character is supported by the knowledge of wisdom and the desire to do good things. Character education can be formed not only in the educational environment but also in the family environment as well as the community. The outcome of good educational character would be [7]:

- Discipline, attitude and the act in an orderly manner towards various provisions and regulations.
- Communicative, attitudes and the act of pushing himself to do something useful for the society.
- Socially responsible, attitudes and the act of have always wanted to help other people.
- Creative, thoughtful and act to produce something new.
- Democratic, way of thinking and act with the same rights and obligations as others.

In Indonesia, the government has made education character as the national development priority to support the government in realizing strong national character, as set forth in The National Long-Term Development Plan 2005-2025. Character education aimed to develop the character and the culture of the nations as an integral part of the national education system. This is in accordance with Education Act No. 20, 2003 article 1, "one of the national education targets is to develop the potential of students to possess intelligence, personality, and morals. For that reason, people's awareness of character education as a platform of thinking is needed to diminish the multidimensional crisis in Indonesia.

The Indonesian government has started to apply its strategy in building national character through the education system. Device planning and methods for character education was conducted based on the consideration of: *first*, philosophical that is based upon the values of Pancasila, the 1945 Constitution and Education Act No. 20, 2003 as well as other legislation and regulations of its derivatives; *second*, theoretical based on the theory of the brain, psychological, education, values and morals, as well as social-cultural; *third*, empirical in the form of experience and best practice with the involvement of the leaders, excellent schools and boarding schools, cultural communities and so forth [8]. At the operational level, there are two kinds of the learning experience, the intervention, and habituation methods. The intervention method has given by creating a conducive atmosphere for learning and teaching in the form of structured activities with the teacher as a good role model for students. In habituation methods, teachers have created a situation that enables students to familiarize

themselves in applying values that have been granted during the intervention process.

IV. CHARACTER EDUCATION AND NATIONAL VALUES ACTUALIZATION

Character education helped to overcome a moral crisis in Indonesia. Character education is expected to form a collective behavior based on with Pancasila Values, the 1945 Constitution, the unity in diversity awareness and the love of the Unitary State of the Republic of Indonesia. The role of education in this context is not just to impart those values to the students, but also ensuring the establishment of an understanding and the willingness to actualize it in their social life.

A strong education character is very needed to improving national resilience and creating a society that could contribute to Indonesian development and growth. Arnold Toynbee stated that there are 19 out of 21 civilization of the world was broken not because of the conquest, but because of the moral decay by its people [8]. Therefore, character education is highly important.

To create an effective character education, there are several aspects that had to be met. Those are the aspect of knowledge (cognitive), the aspect of feelings and the aspects the action. When these three aspects do not systematically and sustainably apply, character education will not be effective [8]. Additionally, the character education is highly influenced by the situation and conditions when those values are applied.

Even though the government has tried to embed national values through character education, there are still various challenges in actualizing those values. Globalization is one factor who keeps scraping national values and Indonesian cultures. Indonesian norms have assimilated with other culture and values that have impacted mostly in young generations. The fast-growing of information technology in the era of globalization is also affected the national values. This development could cause apathy to the development and the growth of their country, as well as Indonesia's unity as a nation and state.

One form of the fading of national character can be seen in the increasing corruption, collusion, and nepotism in Indonesia. Every year, the corruption trend corruption has increased, which had caused losses not only in the economic sectors and national development but also perceived by the public at large. From 2011 until 2016 corruption cases occurred in Indonesia continue to rise [9]. Corruption cases also involving state apparatus, a regional leader, minister and the people's representatives. Those actors are leaders and agents of change who supposed to the role model for society in actualizing national values. Committing a corruption is a deviation from character education. It can be said that values in character education taught to the community have not been achieved properly.

Character education that has been considered as a solution for improving the national character of the nation has failed to show a significant result. Corruption cases are also frequently conducted in an educational environment by teachers and

school principals which is basically important actors to embed character education for students [10]. In this regard, the role of character education to actualize national values have been neglected as a result of structural problems in Indonesia. Actors that are supposed to create habituation and interventions for students paradoxically could not implement the national values itself.

Besides corruption, other indicators that can determine unsuccessful character education and national values actualization in Indonesia is the tribe, religion, race, and classes (SARA) issues. As a multicultural country, Indonesia is very vulnerable to social unrest caused by SARA issues. Therefore, the actualization of Pancasila values, 1945 Constitution and unity in diversity principal should be essential to prevent social unrest. But, the trend of SARA issues is significantly increasing and prone to be politicized for the interest of some political parties. The lack of national values actualization and the negative effects of globalization to the national character increase vulnerability towards division and social unrest.

The above phenomenon showed us that there are various obstacles that need to be overcome in order to achieve the aims of character education. On the educational level, the success of character education cannot be seen based on academic achievement alone, but also in the learning process and practices to form understanding and habits in students. However, education in Indonesia tends to judge the success of students based on score and academic achievement. Consequently, students cannot entirely understand the meaning, the purpose, and functions of national values that had been embedded, and how to actualize it in the social, national and state life.

V. CONCLUSION

In accordance with its definition, character education is an effort to form a person's behavior in the sense of being a better individual so as to give their contribution to the entire world. Through character education, it is hoped to be able to produce disciplines behavior, communicative, socially responsible, creative and tolerance. The government hoped that character education could strengthen people's awareness of its national values to overcome the multidimensional crisis in Indonesia.

Corruption and SARA issues are two of the major national problems that are still faced by Indonesia. Corruption is a one of moral perversion that contradicts the national values. In addition, SARA issues increase the possibility of social conflict

and the broke the unity and diversity principal. Character education has been one way to answer those challenges. However, to hold a character education and national values had been neglected as a result of structural problems that had occurred, that is the involvement of political actors, government officials, and regional leaders in the case of corruption and SARA issues politicization. The actors that are supposed to embed national values and intervene people's behavior are against the values itself. For that reason, there is a need for awareness and support from the public of the importance to hold a character education to create a better national character.

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