The Urgency of Character Education in the Life of Society 5.0

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Abstract. Character is essential in the life of society, nation, and state, starting from one individual to a broader international society. As a national identity, a character is a unique attitude attached by its nation. The standard of good and bad behavior is made by society from unwritten law, tradition, formal law, and also religions. This standard then made an individual and a social character. This quantitative study investigates the Indonesian respondents' perspective on the importance of character education and its urgency for the life of society, nation, and state. This study used a quantitative research method. The data was collected through a questionnaire with both open-ended and closed-ended questions. The results showed that among various participants' backgrounds, most of them agreed that character education should be started at an early young age to make the children have a good character and hence improve the character of this nation and state. This urgency of the national character improvement made the respondents' hope for good attitudes of next-generation start from an early young age to face society 5.0.

Keywords: Urgency · Character · Society · Education

1 Introduction

The urgency of character education implementation is observed in the children and teenagers' behaviors in facing phenomena, their life in society, and their interaction with one another. In this study, we focused on the character's education. Character education is essential as individual characteristic shapes the character of a nation. Indonesia is famous for its kind people in fine culture. However, our current generations make Indonesia famous for its unfriendly people on social media. Therefore, character education is essential, primarily in encountering society 5.0.

Character education is vital as equal to the importance of a nation's character. Berkowitz & Bier (2004) defined character as the complex set of psychological characteristics that enable an individual to act as a moral agent. Moreover, Cha (2013) stated that character had been used interchangeably with individuality, personality, humanity,

human nature, and morality. There is evidence that character can be a viable construct and plays a more critical role than cognitive factors in moral behavior. Furthermore, it is possible to demonstrate that character is causally operative in moral action. Exemplary moral character includes having an integrated motivation of agency and communion, a positive frame of life, an expanded worldview, and beneficial early-life experiences. A better-grounded understanding of character can help us expand our moral domain, make interventions more effective, and foster a more civil and caring society (Walker, 2020).

Character building and national education goals are the primary issues in education. Mustakim & Salman (2019) stated that character education is now a significant issue in education. Apart from being part of the process of forming the morals of the nation's children, character education is also expected to be the primary foundation for the success of Indonesia Gold 2025. In addition, Mohamad & Hamdiyah (2018) specified that today's globalization requires a worldwide uniformity of character, but if this is not maintained, the Indonesian character might be negatively impacted. Strengthening character is essential to winning in global competition. Therefore, there is a strong motive for the government to formulate a strategy to improve our character, such as through the field of education. Education is the most critical tool in shaping the character of the nation because our younger generation develops their character through education.

Character education and the value of Pancasila synchronization, as stated by Putri & Pandin (2021) Indonesia is transitioning to a digital era in which technology is used in all areas of life. The internet has presented substantial effects on the behavior of our young generation. Millennials are the next generation of Indonesians. They are growing up in a time of transition and will have a significant impact on the nation in the years to come. The digital age has caused millennials to become less appreciative and adherent to Pancasila values. Consequently, character education is essential for millennials because it should be applied in all cases. The purpose of character education for millennials is to help them develop the values of Pancasila.

To sum up, the social character is not typically seen as an individual character. The social character has a non-additive (emergent) nature, so it emerges from the interactions between people. Both individuals and social communities are the recipients of social character. At the individual level, the social character is a typical behavior trait manifested in communication with various social groups. At the interpersonal, intergroup, and mass communication levels, a social character is a typical form of social interaction. Social character is the result of the mutual influence of people on each other's behavior. This occurs through persuasion, suggestion, imitation, and infection (Asadullina et al., 2020).

2   Method

This study used a quantitative research method. Williams et al. (2022) stated that the quantitative examination is based on logical custom, focusing on portraying and speculating about the possible causes of events. Quantitative research commonly involves investigation, social overview, or examination of true insights or normally happening information.

Quantitative data, as Ahmad et al. (2019) defined, is a tool that allows specialists to conduct easy-to-very-modern factual investigations to collect all the information. Quantitative considerations include philosophy, such as polls, consciousness, or test bench

against subjective. The subjective examination includes looking at stories or perceptions that may be unfinished or open-ended through philosophies such as interviews, center gatherings, or ethnographies. The reason for quantitative examination is to produce information and make an understanding of the social world. Quantitative exploration is used by researchers to examine peculiarities or events influencing people. Social researchers are concerned about how investigations of individuals are conducted. Quantitative analysis is a method to find out about a specific collection, known as a sample population. Meanwhile, logical requests for data depending on the information that is noticed or estimated.

The data was collected from the Indonesian respondents through a questionnaire regarding the importance of character education. The questionnaire consisted of two kinds of questions, open-ended and closed-ended questions. The use of both kinds of questions was to gain the data statistics of the citizen's point of view with the statements and their opinion about character education.

A 51.6% of our respondents were male, and 48.4% of them were female and from age 18 to 40 years old. They had different educational backgrounds, such as high school graduates, bachelor's, and master's degrees. In addition, their professions were also varied, from teachers, students, lecturers, entrepreneurs, housewives, and laborers. With these variations in the respondents' backgrounds, the rich data of the correspondents strengthen the result of the data collection.

After the data were collected, we studied the data after collecting it and grouped the questions to the point discussions. The data from open-ended and closed-ended questions strengthened the respondent's reactions to the data we required. Their written comments were then classified into numerous categories. Finally, we attained classification for the necessary discussions.

3   Results and Discussion

The results were in two forms. First, it is in the form of the percentage, and second, in the form of the respondents' point of view. The respondents' responses were divided into three topics, namely 1) the urgency of character education, 2) the character education and schools, and 3) the critiques and suggestions. Detailed information about each answer is provided in this session.

In the discussions about this character of the nation, Mahfud et al. (2019) described several challenges in discussing the importance of civic education and religious character education from an early age. However, there are also many opportunities for exploring these important topics. Strengthening civic and religious education from an early age is still important in Indonesia because it is part of a process that has never been completed. This has been observed in previous eras of change and sustainability. Therefore, there is a great opportunity to be optimized for the realization of unity in diversity and the nation's progress. Furthermore, The discussion of the research result is divided into three parts, namely 1) the urgency of character education, 2) the character education and schools, and 3) the critiques and suggestions. Detailed information about each answer is provided in this session.

3.1 The Urgency of Character Education

The result shows that 87.1% of respondents strongly agreed that character education is very important, while the rest, 12.9%, said it is important. None of the respondents stated that character education is less important or not important. The urgency of character education from the respondents' perspectives is various, such as it 1) shapes the children's attitudes or behavior, 2) children's personality model, 3) individuals' successful career, 4) knowledge and advantages about the positive morals and attitudes, 5) vital thing aspect in the social life, 6) good character for the next generation, 7) attitudes is more important than intelligent, 8) foundation in the working worlds, and 9) personal mirror.

Lickona (1999)'s popular three main educational goals are good people, good schools, and a good society. Good character is essential to being a whole human being. We need to have strengths of mind, heart, and will to be capable of love and work, two of the hallmarks of human maturity. The second goal is to ensure that students have good character development to have good schools. The third goal claims that character education is essential for constructing a moral society. In addition, Suriadi (2019) stated that integrated education is essential not just because it makes students more intelligent but because it helps make them good people too. The knowledge of people is also solid, so it is better to know that you can learn true wisdom. With an integrated education, there is no division between school and community, learning and human life, and knowledge and kindness.

Furthermore, Daniel & Darcia discuss that socialization aims to create good moral values in children. Parents often have high expectations for their children's moral development, with most parents wanting their children to be good people. They want them to have desirable personality traits and a strong ethical code. Additionally, other socialization agents and institutions share the same goal as schools. The development of moral character is a traditional goal of formal education. Youth organizations, clubs, and athletic teams are valuable tools for building character and providing opportunities for social and physical activity. Homilies and religious exhortations intend to help people learn and grow, as shown in the President's speeches. The issue of gun control has been a topic of interest to writers, educators, curriculum experts, and cultural scolds for years.

3.2 The Character Education and School

The result showed that character education should be taught early in school, such as at the kindergarten level. The 96.8% of respondents agreed that character education should be started in kindergarten, while 3.2% of respondents answered that the best start to teach character education is in elementary school. The respondents also exhibited different characteristics between the previous generation and nowadays young generation. The difference is in 1) attitudes or behavior, 2) parents' toward children's education, 3) interaction in social life, 4) the effect of the technology era on the generations' attitudes, 5) the playmate's style and group to the individual, 6) students and teachers interaction, 7) technology impact to the student's learning motivation and 8) traditional culture vs. modern culture in dance aspects.

"A whole educational approach focuses on the social, emotional, mental, physical as well as cognitive development of students. At its core, such an approach views the

purpose of schooling as developing future respondents and providing the basis for each child to fulfill their potential" (Slade & Griffith, 2013).

Education serves as a platform for good character development. The school emphasizes virtues such as respect and responsibility by constantly promoting them within the culture. Thinking and discussing are important, but ultimately what we do matters most. Lickona (1999) describes that character education and SEL programs focusing on social-emotional, character, and civic development are essential parts of education and contribute to creating a positive school culture and climate (Elias, 2013).

Character education at an early age, as stated by Berkowitz & Grych (2000), does not have a clear empirically-grounded sense of the early childhood classroom activities to promote character development. In addition, toward character education at school, Stiff-Williams (2010) describes that student character development should be a priority in all classes because young people need "decision filters" to negotiate life's challenges. He explains that character education can be integrated seamlessly into any state's standards-based curriculum. Integration of character education into the school curriculum can be a better approach than creating a new class specifically devoted to character education. This could be done by having it integrated into other subjects and taught by all teachers.

The Australian government (2005a, b) describes the school values processes. The schools which took part in the study reported that they are more willing and able to address values education in a more explicit way or, at the very least, that their awareness of the need to do this had been raised. These schools emphasized the importance of partnerships with parents, caregivers, and their local community to ensure successful values education. The primary purpose of school planning is to ensure that education is an explicit goal of schools. The school community collaborates to create school values. Values objectives are introduced to students at an appropriate learning stage, and the associated outcomes are clearly identified. Schools work with parents, caregivers, and other members of the community to develop values and approaches supported by the school.

The training of the character has been done both officially and casually, as stated by Kamaruddin (2012), in an instructive climate. It is expected as one of the supporting thoughts for follow-up as plan exercises. Character schooling ought to fundamentally allude to the vision and mission of the organization. It shows the direction of the two essential elements, namely parts of the human person and individual students' trademark foundation. Moreover, Torres (2005) explains that regardless of their character development awareness, their teaching and example have a significant impact on students' moral development. Becoming more aware of the messages that teachers and schools send to their students is an important first step in creating a more purposeful approach to character development.

To sum up, Agung (2011) summarized that character education as a system for the development of the student's personal values that include the element of knowledge, consciousness or will, and action that will be carried out in religion, self, common people, the environment, the nation, the whole human being. In the implementation of character education in schools, every stakeholder must be involved in this process, including the education component of their curriculum, learning and assessment procedures,

the relationship, the course of treatment or management, school management, curricular activities in the implementation of facilities use, financing and performance of any school components. Hence, the study investigates whether different teaching dimensions (strategies, methods, content) can mediate the relationship between social behavior and academic achievement. However, there is no evidence that teaching dimensions could play this role (Wentzel, 2002).

3.3   The Critiques and Suggestions

The critique of the nowadays generation's behavior from the respondents is various. The compilation of their perception toward this point is divided into several aspects, namely 1) limited habituation and material at school, 2) children's innate and children's perspective toward their world, 3) school teaches them while society ignores them, 4) undetailed information about the character itself, 5) unbelief and disappointment, 6) technological advances toward the behavior, 7) confusing various character terminology in the educational world, and 8) a lot of theories with fewer practices.

The suggestions from the respondents toward the development of character education include 1) the practice of character education done by every element of the school, 2) the importance of the synchronization between school, parents, and society, 3) promoting essential understanding, 4) preparing a competent generation in the world of technology to be able to compete globally, but still upholding the values of morality, 5) limiting the access about the news of the violations, 6) use 3M approach of knowing, feeling, doing, and 7) giving an example, briefing and practicing.

The critiques of character building, character education, and the nation's character bound each other. Taqwiem (2017) defines unity as a long-term goal that requires patience and effort. One way to improve public understanding of science is through education. Multiculturalism is an essential principle in education in Indonesia, which helps to create unity among the different cultures in the country. Multicultural education is actually a part of the national education system. There is a variety of understandings of multiculturalism among different countries. Multicultural education is first developed to raise awareness of the civil rights of different cultures. The main purpose of the movement is to fight against discrimination against minority groups. Multiculturalism is an essential part of creating a cohesive society and a functional government. The development of character education based on multiculturalism in Indonesia must be done following the principles formulated by the national education ministry and following the diverse makeup of Indonesian society.

Berkowitz & Simmons (2003) describes the importance in the 21st century is science education serves as a foundation for the education of respondents who are knowledgeable about the freedoms and power of a modern, democratic, technological society. The rapid development of scientific knowledge and the introduction of new technologies aid that everyone in society must be aware of the implications of that knowledge on individuals, communities, and the "global village" in which we live. In addition, Marples (2022) stated that moral life includes more than just following preset ethical rules or principles without question or consideration for others. More fundamental than simply being a person is the ability to have sensory perception in relation to the particularities of any given set of circumstances. Only then would one be considered to have moral personhood.

The participants' suggestion is in line with the Australian government (2005a, b) that values educational forums in every school in Australia to engage parents and the whole school community with funds managed through the Regional Education Authorities, including 1) national partnership projects with parents or teacher, principal, and teacher, organizations and institutions; 2) education values dynamic website accessible education values center news resources for All Australian Schools; 3) education values good practice schools project. Moreover, Berkowitz & Bustamante (2013) added that all societies attempt to socialize their values through the passing down of wisdom and knowledge. Ultimately, all societies should desire respondents who are able and willing to participate in the political process, are able and willing to understand and manage their own emotions and relationships, and are motivated and equipped to follow a moral compass.

As millennials, we must protect the country from values contrary to Pancasila. Character education must be applied following the nature of the millennial generation. Accordingly, applied character education must prioritize and based on the values of Pancasila (Putri & Pandin, 2021). The idea of social character has a long and vital history within sociology. The concept addresses how society and the individual interact, with respect to structure and agency. Habitus defines the original idea of a social character without the biological or essentialist traits found in most of the earlier works. The habitus is a more purely sociological answer to the structure-agency problem than earlier ideas (Meisenhelder, 2006). In conclusion, the critiques and the suggestions from this research's results and the theory or studies are in line.

4   Conclusion

In conclusion, the result of this study shows three points related to the urgency of character education, namely 1) the urgency of character education, 2) character education and the school, and 3) the critiques and suggestions. The suggestion of main point is that the synchronization of the school, parents, and society is critical to the character of children. Once the children learn about good character at school while they learn about inappropriate characters from their family or society, their character will develop. Further, future studies are suggested to gain rich data and take the entire perspectives, work on the student's perspective, children's perspective, teachers' perspective, society's perspective and parents' perspectives.

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