



# Character Building at Indonesian Formal Education in a Boundary Less Era

Sri Muliati Abdullah<sup>(✉)</sup>

Department of Psychology, Universitas Mercu Buana Yogyakarta , Yogyakarta, Indonesia  
srimuliati@mercubuana-yogya.ac.id

**Abstract.** This article aims to explore the values in the formulation of character building in formal education which are rooted in local wisdom values that can still be strong in guarding character formation in a boundaryless era. The method in this article used a review of several scientific articles documents. Values sublime rooted in nation strong in history life nation becomes base for the inner country, in this case, is Indonesian Ministry of Education and Culture for set qualification standard competence level formal education graduates elementary until high school. The set character in Graduate Competency Standard, is implemented in the curriculum specifically component attitude, and taught in sequence learning. The principle applied to formal education, to students with the method of teacher pedagogy is to give understanding, training in habituation, and giving exemplary. The expected impact that is character students positively is knowing which one is good, designing good things, and doing a good thing. With positive character, students will fortify from the bad influence of the boundaryless era and can be dynamic well in boundaryless era.

**Keywords:** character · formal education · boundaryless era

## 1 Introduction

As a consequence of the development of information technology, now, humans are flooded with the influence of information. Humans live in two worlds that are real and virtual. When someone starts accessing virtual information by passing a connected device via the internet, there are no territory boundaries or other limits that get in the way. Now, everyone can contact anyone, and access it wherever and whenever. This time is called the boundaryless era. The 21st century is the century that has characteristics of being open and unlimited in access to information and communication. This 21st century is the century with framed *cyber-culture*, then digital education is very precise given to students. Accompanied digital education with development character expected capable fortifying user internet information from negative influence [10].

In a boundaryless era, there are a lot of benefits tht can take. Survey on people's preferences for receiving education and tools to deal with mental health symptoms through social media using Twitter as an online platform. The results indicated that 85% of respondents favored receiving mental health programs through social media, 72% for

understanding health and welfare, and 90% prefer turning to social media to gain new ways to cope with mental health symptoms. Mental health practitioners can utilize social media to raise awareness about risks such as privacy, safety, cyberbullying, stigma, and discrimination [21]. In another research, Grove, in 2019, also found that social media could serve as a tool for family members seeking information to gain more education about a loved one mental illness [11].

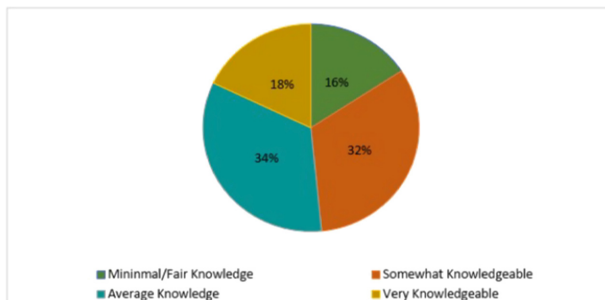
On the other side, they are a lot of problems that come up. Users of social media may experience bullying, shaming, and negative responses to their posts. These users may also experience discomfort due to the comparison of their self-image and life satisfaction to other users. Additionally, negative social media behaviors can cause isolation, depression, and mood changes based on negative content users see while scrolling [6]. Multiple studies have found social media use as a contributing link to various mental health symptoms associated with depression, anxiety, low self-esteem, and negative well-being [2, 13, 15]. Individuals may experience feelings of social isolation, depression, insecurity, jealousy, and poor self-esteem while using social media. Some individuals develop cognitive distortions when comparing their lives to other users' content, which may lead to feelings of sadness and depression [2]. Using social media, a study of cyberbullying in the workplace and found that out of 3,666 participants, 30% reported being victimized and cyberbullied in the workplace [18].

In the publication research "The impact of social media on Mental Health conducted by Koehler and Parrell in 2020, mentioned of the 95 respondents, 100% believe that Social media impact on mental health [20].

Then, about "Knowledge of Social Media Impact on Mental Health" there are 32% of respondents say that social media very knowledgeable on mental health (look at Fig. 1). Major beliefs of social media's impact on Mental Health are:

- Negative impacts: Low self-esteem, increased depression, increased anxiety
- Positive impacts: Increased social support/connectedness

one way you can conduct for fortifying yourself from the negative impact of the internet in this boundaryless era is to strengthen your character positively. The strengthening of character could be conducted in all social layers, starting from family, the nearest social environment, and the formal education environment.



**Fig. 1.** Knowledge of Social Media Impact on Mental Health

This paper was critical thinking from a review of several books on character education, some research on character education, and several thought or theories about character education. Based on those reviews, the question is “What formal education strategy in building characters in the boundaryless era”?

## 2 Urgency Character Building Through Character Education

A nation will reach a level of progress and stay exist in competition in the boundaryless era when the people have good quality. A nation with people who have good quality character will be capable move all areas of activity, among others could increase the spirit compete, improve personal qualities, improve interpersonal collaboration, and so on so that good character will lead to changes throughout aspects of life [17]. Character is a culmination of attitude, behavior, motivation, and individual *skills* [4]. Because of that, education character looked at as the best solution for overcoming the problems of the Indonesian nation.

Character education help student to know kindness, like kindness, and do deed well [26]. Education character emphasizes the formation of positive character social ability (*social skills*), and individual emotions [5, 24]. The strategic reason why education character is implanted in students at school, is because through formal education values could implant in the materials lesson that was delivered. Education character is those endeavors conducted in a systematic and simultaneous manner by educators to increase the character values and the quality of child education through growing up positive character values. Method this effective enough because students who are not too aware have done two activities at a time which is understood and also improves character quality [30].

Individuals who have good character have characteristic features among others have a good understanding, quality good social connections, and good attitude and behavior [16]. Further, the effect of planting values character could increase such personal qualities becomes personal trust, integrity, high passion, toughness, persistence, mutual respect, fair behavior, and responsible [23, 27].

## 3 Formal Education, Curriculum, and Education Character

Development curriculum must consider relevance, meaning in accordance with demands and developments of the times [14]. Character education is an effort to give understanding to related students with values, morals, and character that must be displayed in a manner responsible answer, in dimensions personal nor as part of the community [19]. Educate characters in the 21st century must have an integrative paradigm among *human-being* with *techno-being*, blending in harmoniously so that students have technological competence and no lost teak self humanity, so it will become a professional and moral generation [9]. *The power of character* or strength required character for growing life. Therefore, browse is a country that has prepared education for the student so that ready to face global dynamics, and will read from policy of applicable curriculum [8].

Positive character is actually formulated by society's predecessor as values local wisdom. In Javanese culture there are values that become Indonesian people character, that is character of:

- *Syukur lan narimo (Religious)*, that is address a form of life enjoyment and pleasure or pain and suffering that believed as given by God. This is reflected in character surrendering of themselves and always being ready to accept with sincerity without blame someone else.
- *Andap asor (low heart)*, that is attitude and behavior always put self below others, and always uphold tall the dignity and worth of others. In this arise a philosophical “*wani ngalah duwur wekasane*” which means whom happily behave give in and act low heart to others, will exalted dignity and degree.
- *Gotong royong (cooperation)*, is doing something professional in a way together and voluntarily, either for the interested individual or together without reward.
- *Tepa slira (tolerance)*, meaning that all something has done always be measured by himself alone avoiding attitudes and actions that are not loved and always doing actions that are liked by others. What other people feel as if self our follow feel it.
- *Tresna asih (give love)*, is doing a deed or acting out of love. Give love to others for good relations.
- *Sumedulur (familial)*, that is behave and behave to others who are treated like their family, so desire arises sacrifice for the family he loves.
- *Nguwongke / ngajeni ( appreciate / respect)*, meaning behave in a way that other people think is useful/meaningful for self or the group, so will respect appears or value as well as consider the important existence of that person.
- *Ojo dumeh (no bragging self)*, meaning attitude that is not happy proud self because something its advantages good in a manner structural nor functional, so no will bring up feeling behavior more high or more good from the others
- *Sumeh ( friendly)*, is mirrored behavior with an attitude scold and a cheap smile and easy sociable/flexible anywhere and to anyone he finds.
- *Ora Aji mumpung*, that is use obstacles from position or time to exploit and seek profit good both materially and non-materially interest personal or group [32].

In “Standard competence graduate of every school” listed formulation of indicators of success education character [1], which includes:

- Practiceadheredtoreligiousteachingsin accordance with the development step
- Understand the disadvantages and advantages themself.
- Show a confident attitude
- Obey rules of social prevailing in a more large environment
- Value diversity of religion, culture, ethnicity, race, and social economic class in national scope
- Search and apply information from environment surroundings and sources in another way logical, critical, and creative.
- Show the ability to think logically, critical, creative, and innovative
- Show the ability to study in a manner independent accordance with its potential
- Show the ability to analyze and solve a problem in daily life
- Describe symptoms of natural and social

- Utilise the environment in a manner responsible for the answer
- Apply values of togetherness in life society, nation, and state for the sake of its realization of unity in the Unitary State Republic of Indonesia (NKRI)
- Valuing art creation and culture national
- Valuing work duty and having the ability to work
- Apply life clean, healthy, fit, and safe and utilize time spare well.
- Communicate and interact in a manner effective and polite
- Understand rights and obligations of and others in association with society; value facts different opinion
- Show passion read and writing script short simple
- Show listening skills, speaking, reading, and writing in Indonesian and languages English in simple
- Know the necessary knowledge for following high education
- Have an entrepreneurship soul.

Firmansyah, Sauri, & Kosasih (2021) study aims to analyze loads of character and gradation development of social students in the attitude domain as standard competence graduates (SKL) in a curriculum that applies in Indonesia based on the regulation of the Minister of Education and Culture (Permendikbud) of the Republic of Indonesia (RI) number 20 of 2016 concerning Standard Competence Elementary and Secondary Education Graduates. SKL is a qualification ability that targeted graduates to students after they take activity learning at every level (Ministry of Education and Culture, 2016). What is explored in this SCS is the attitude domain. The attitude domain covers spiritual attitudes and social attitudes with scope education level:

- elementary school ( Elementary School - SD/Madrasah Ibtidaiyah -MI/ Outer Elementary School Ordinary -SDLB/ Package A),
- Junior high school ( School Intermediate First SMP / Madrasah Tsanawiyah -MTs / School Intermediate First Outside Ordinary -SMPLB/, Package B),
- Senior high school ( School Senior High School- SMA/Madrasah Aliyah-MA/ School Outer Middle School Normal -SMALB/ Package C).

Based on analysis coding, found theme attitude important in the formation of character, namely:

- believe and have faith in Almighty One God. Besides obedience ritually, a deeply global challenge must form character student becomes personal that have the ability to maintain themselves by not doing bad think. Information received with comprehensive reasoning. Strength embodied character is honesty in communication, including in it access and understanding information accompanied by high morals, and preaching false and misleading information (*fake* and *hoax*).
- character honesty and caring. Character honesty has a connection tightly with strong belief/faith in the soul. Honest is synergy among feelings, words, and deeds as well as suitability in its embodiment.
- long life learner. Reading is a condition main in learning, and abilities literacy is a strong character. Ability read here covers whole track education (informal, formal, and non-formal) and ongoing throughout life.

- healthy physically and spiritually. Strength character from personal physical and spiritual displayed in form control good self in various situations. Besides a style of a healthy life, personal like this have reflective behavior attitude maintain and develop health both of them so that displays a contributive and inspiring performance for fellow.
- active in community social environment family, school, community and environment surroundings, nation, and state. In-level school medium, expanding in the regional area and continuing in the region internationally. Globalization era brings to the direction of development social deep digital based form social real and social virtual [10].

#### 4 Principles of Character Education and Their Application

Theory of characters education actually have the same principle as philosophy taught by Indonesian Education figure Ki Hajar Dewantara. The theory of character education developed by Thomas Lickona consist of *moral knowing, moral feeling, and moral action* shows that the practice of education character no will progress effectively when the stakeholder's school that has a role (head school, teachers, and students) no have sufficient knowledge about morality, feelings, and heart moral, as well example behavior moral. Head schools, teachers, and students with the knowledge, feelings, and behavior moral must be capable give examples exemplary in life daily in accordance with values characters, and morals developed at school, and the famous Ki Hajar Dewantara with his philosophy teaches namely: *Ing Ngarso Sung Tulodo, Ing Madya Mangun Karso, and Tutwuri Handayani*. Method teaching and education according to Ki Hajar Dewantara is based on the " among system " namely: *asah, asih and asuh*. Method this includes: head, heart, and five senses ( *educate the head, the heart, and the hand*). More continued Ki Hadjar Dewantara want that Indonesian education must reflect the values of nationality yourself, don't copy other nations because of a different perspective. Education must focus on the reinforcement of reason in thinking and moral, civilized, and have high sensitivity to the interest nation. Education like this will be capable give contributing to a big nation front, fine in a manner intellectual, social, and politics [22].

Education at school will progress smoothly, if in implementation notice a number of principal education characteristics. The Ministry of National Education of Indonesia gives a number of recommendation principles for realizing effective character education as follows;

- Promote values base ethics as a character base
- Identify a character in a manner comprehensive covering thoughts, feelings, and behavior
- Use sharp, proactive, and effective approaches to build character.
- Create a community school that has concerns.
- Give the opportunity to participant educate for showing good manners
- Have scope for a meaningful and challenging curriculum that values all participants to educate, builds character, and helps them for success.
- endeavor growth motivation themselves to the participants educate.
- enable whole staff school as a shared moral community is not quite enough to answer for education character and true to values same basis.

- There is a distribution of moral leadership and support large in building initiative education character.
- enable family and members Public as partners in the effort to build character.
- Evaluate character school, function staff school as teachers of character, and manifestation character positive in life participant educate.
- Character education at school must be held in a manner sustainable, starting from the beginning participants educate enter school until they graduate from school.
- Character education should be developed through all eye lessons integrated, through the development of self and culture something unit education.
- Development of character values could be conducted with the development of self, fine through counseling nor activity extracurricular
- Indeed values character permanently taught with process, knowledge (knowing), doing (doing), and finally getting used to (habits).
- The educational process is conducted in a manner active ( *active learning*) and fun by the participant's students, while the teacher applies "tutwuri handayani" [12].

Values character could learn and teach through proper pedagogy. There are several approaches to pedagogy study score characters that can be compiled [7], namely:

- Study is a set of cognitive processes for reaching understanding ( *insight*), that is understanding connectivity Among one part with a part other in something series of problems [29]. Individuals will change their behavior when they understand the intents and purposes of what they learned. For example, when students study the meaning of tolerance, then the student must understand the definition of tolerance and the purpose behave as tolerant, as well as the benefits and impacts of individuals and deep interaction with other people.
- Second, *repetition* or *habituation*. Teachers get used to their students applying values certain based on an agreement that has been made. For example, shared teacher-student in one week apply "smile, greet, greeting", apply discipline and cleanliness, and so on. The applied method in accordance with theory changes *classical conditioning* behavior carried out by the characters Genre *behaviorism* namely Ivan Pavlov and Edward Lee Thorndike [3]. For example, the teacher conveys the program that has been agreed. After the program is implemented, the teacher gives a "reward" or *rewards* from praise or gifts other. This could raise the spirit of students to keep going to apply values that have agreed on.
- Third, *exemplary*, that is planting values character through exemplary (*modelling*). The teacher doesn't only ask the student to practice values character positive, but the teacher also has to practice it. Exemplary raises trust in students and teachers, and trust is the foundation beginning for students to accept material taught by the teacher. This way is proof effectiveness social *learning* theory pioneered by Albert Bandura [28].

## 5 Building Strategy Character Through the Formal Education in the Boundaryless Era

Build process character through formal education, including a number of Things important following:

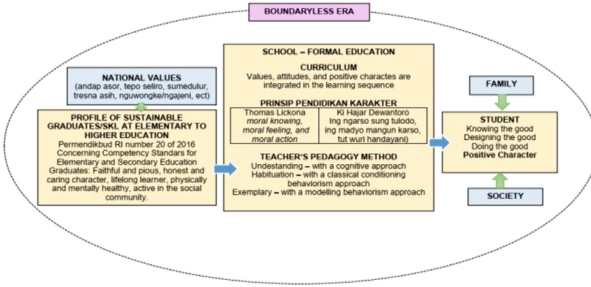
- There are some values in the formulation of character building in formal education which are rooted in local wisdom values, especially Javanese values (such as *tepo sliro, ojo dumeh, gotong royong*, etc.) that can still be strong in guarding character formation in a boundaryless era.
- Educational process character ideally started from the education age early the formal education institution as well non-formal education. Character education is something system planting values character to participant education which includes component knowledge, awareness or will, and action for doing values. All components of education must get attention among them curriculum, participants students, educators, environment education, and facilities education [27].
- Education as a total effort and action must run through three institutions of education namely, family, school, and society. Because it is necessary for the cohesiveness of family education, schools education, and institutions of public education in organizing character education. Strengthening third-institution education show that education character is very necessary for the framework anticipates problems in Century increasingly future complex [25].
- Character is arranged from three mutual parts related 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 to goodness (*desiring the good*), and doing goodness (*doing the good*). In thing this is required habituation in thought (*habit of the mind*), habituation in the heart (*habit of the heart*), and habituation in action (*habit of the action*) [33].
- values character could be learned and taught through proper pedagogy. There are several approaches to pedagogy study score character that can be compiled [7], ie understanding, repetition or habituation, and exemplary. Application values character at school covers the method that is mutually strengthened one each other. Foundation for learning is understanding the material to be learned, the next material that has been understood that practiced in a manner over and over again. In the application, the teacher gives top *rewards* for meritorious behavior to become amplifier behavior it (*reinforcement*). Next, implementation values must be supported by the environment, among others supported by teachers and parents in exemplary behavior.

## 6 Conclusion

Strategic role of formal education in build characters in the boundaryless era can seen from Fig. 2:

Values sublime rooted in nation strong in history life nation becomes base for the inner country, in this case, is Indonesian Ministry of Education and Culture for set qualification standard competence level formal education graduates elementary until high





**Fig. 2.** The strategic role of formal education in building character positive in the boundaryless era

school. The set character in SKL, is implemented in the curriculum specifically component attitude, and taught in sequence learning. Principles of Character Education put forward by character education experts actually have similarities with teachings from an Indonesian education figure, Ki Hajar Dewantoro. The principle applied to students with the method of teacher’s pedagogy is to give understanding, training in habituation, and giving exemplary. The expected impact that is character students positively is knowing which one is good, designing good things, and doing a good thing. With positive character, students will fortify from the bad influence of the boundaryless era and can be dynamic well in this era. Family and society are Informal education actors that also have a role big in the creation of a positive character generation.

**References**

1. Amri, S.; Jauhari , A., & Elisah , T. Implementation of Character Education in Learning. Jakarta: PT Achievement Library, 2011.
2. Ashford University. Causes of social media addiction illness.Retrievedby<https://www.ashford.edu/online-degrees/studentlifestyle/causes-of-social-media-addiction-illness.>, 2017
3. Baccus, J.R., Baldwin, M.W., & Packer, D.J.Increasing Implicit Self- Esteem through Classical Conditioning. *Psychological Science*, 15 (7).2004..pp. 498–502.
4. Battistich, V. Character Education, Prevention, and Positive Youth Development. *Journal of Research in Character Education*, 6 (2), 2008, pp. 81-90.
5. Berkowitz, M.W. & Hoppe, M.A. Character Education and Gifted Children. *High Ability Studies*, 20 (2), 2009, 131-142
6. Belluomini, E. Turn up the tech in social work: the internet made me depressed: emotional contagion through social media. *The New Social Worker*, 22(3), 2015, pp. 31.
7. Cooley, A. Legislating Character: Moral Education in North Carolina’s Public Schools. *Educational. Studies*, 43 (3), 2008, pp. 188-205.
8. Davidson, M., Lickona , T., & Khmelkov , V. Smart & good schools: A new paradigm for high school character education. *Handbook of morals and character education*. 2008.
9. Dewi , E. Portrait of Education in the Era of Globalization Technocentrism and the Dehumanization Process . *Sukma: Journal of Education*, 3 (1), 2019, pp. 93–116.
10. Firmansyah , M.I , Sauri , S., & Kosasih , A. Curriculum and Character Education: Amidst the Challenges of 21st Century Globalization and Student Character Crisis. *Journal of Islamic Civilization Studies* . 4(1), 22-29. DOI: <https://doi.org/10.47076/jkppis.v4i1.61>, 2021.

11. Grove, C. Using Social Networking Sites in Research: An Emerging Approach to Engaging with Young People who Have a Parent with a Mental Illness and/or Substance Abuse Disorder. Brief researchreport. *Frontier in Psychiatry*. <https://doi.org/10.3389/fpsy.2019.00281>.
12. Hadi , IA The Importance of Character Education in Formal Institutions. *Journal Inspiration* , 3(1), 2019, pp. 1–31.
13. Hardy, BW, & Castonguay, J. The moderating role of age in the relationship between social media use and mental well-being: An analysis of the 2016 General Social Survey. *Computers in Human Behavior*, 85, 2018, pp. 282-290.
14. Huda, N. Management Development curriculum. *Al-Tanzim:Journal Management of Islamic Education*, 1 (2), 2017, pp. 52–75
15. Hussain, Z., & Griffiths, M. D. Problematic social networking site use and comorbid psychiatric disorders: A systematic review of recent large-scale studies. *Frontiers in Psychiatry*, 9, 2018, pp. 686.
16. Katilmis, A., Eksi, H., & Ozturk, C. The efficiency of Social Studies Integrated Character Education Program. *Educational Science: Theory and Practice*, 11 (2), 2011, pp. 854-859.
17. Lickona , T. *Educating for Character, Educating for forming Character*. Jakarta: PT. Earth Script, 2012.
18. Kowalski, RM, Toth, A., & Morgan, M. Bullying and cyberbullying in adulthood and the workplace. *The Journal of Social Psychology*, 158 (1), 2018, pp. 64-81.
19. Komara , E. Strengthening education character and learning 21st century . *Sipatahoenan* , 4 (1), 2018, pp. 17-26
20. Koehler, SN & Parrell , BR. The Impact of Social Media on Mental Health: A Mixed-Methods Research of Service Providers' Awareness. *Electronic Theses, Projects, and Dissertations*. 1012. <https://scholarworks.lib.csusb.edu/etd/1012>, 2020.
21. Naslund, J. A., Aschbrenner, K. A., McHugo, G. J., Unützer, J., Marsch, L. A., & Bartels, S. J. (2019). Exploring opportunities to support mental health care using social media: A survey of social media users with mental illness. *Early Intervention in Psychiatry*, 13(3), 2019, pp. 405– 413. <https://doi.org/10.1111/eip.12496>,
22. Ningsih, T. *Implementasi Pendidikan Karakter*. Purwokerto: STAIN Press, 2015.
23. Pike, M.A. Christianity and Character Education: Faith in Core Values? *Journal of Beliefs and Values: Studies in Religion Education*, 31 (3), 2010, pp. 311-312.
24. Richardson, R.C., Tolson, H., Huang, T.Y., & Lee, Y.H. Character Education: Lessons for Teaching Social and Emotional Competence. *Children & Schools*, 31, 2009, pp. 71-78
25. Saleh, S. The Role of Educational Institutions in forming Character nation. National Seminar Article “Education of Social Sciences Forms Character Nation In Order Power Global Competitiveness ”. Faculty Makassar State University Social Sciences and Association Bachelor of Education in Indonesian Social Sciences, 2016.
26. Sewell, D.T. & Hall, H.C. Teacher’s Attitude toward character Education and Inclusion in Family and Consumer Sciences Education Curriculum. *Journal of Family and Consumer Sciences Education*, 21 (1), 2003, pp. 11-17.
27. Skaggs, G. & Bodenhorn, N. (2006). Relationships between Implementing Character Education, Student Behavior, and Student Achievement. *Journal of Advanced Academics*, 18 (1), 2006, pp. 82- 114.
28. Smith, M. & Berge, Z.L. Social Learning Theory in Second Life. *MERLOT Journal of Online Learning and Teaching*, 5 (2), 2009, pp. 439-445.
29. Swann, W. (2013). The Impact of Applied Cognitive Learning Theory on Engagement with Learning Courseware. *Journal of Learning Design*, 6 (1), 2013, pp. 61–74.
30. Taufik. (2014). Development of Character Education Models based Psychology Positive on Elementary School with Background Behind different. Report Study no published. Surakarta: Muhammadiyah University of Surakarta, 2014.

31. Taufik . Character Education in Schools: Understanding, Methods Application, and Role Three Element. *Journal Educational Sciences*. 20(1), 2014, pp. 59–65.
32. Wiyono , H. (2012). Character Education in Frame Learning in Schools. *Journal CIVIS Scholar*, 2(2), 2012, pp. 1–18
33. Zunaidi (2011). *Character Education Design : Conception and Application in Educational Institutions* . Jakarta: Prenada Media Group, 2011.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

