

A Study on Character Building Based on Habituation to Form Students' Character

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Abstract—The aim of this study was to describe character building based on habituation to form character of junior high school students. The formation of character on students is important with the expectation that students have a glorious personality as well as adequate preparation to live with the times which are increasingly exposed and dynamic. This study was a qualitative descriptive study to describe phenomena based on the existing circumstances. The study was conducted at junior high schools in Banjarbaru which have implemented the 2013 Curriculum. Also, it has been carrying out movements that establish character based on habituation. Data analysis technique in this research was by means of percentages. The results showed that the character building based on habituation has been implemented in schools. This is for establishing the character of students. Based on the results of data analysis, the higher habit was indicated by taking care of the students themselves and the school environment. The lower habit was indicated by developing positive interaction among students.

Keywords—Character Building, Habituation, Students' Character

I. INTRODUCTION

Character is very valuable to life wherever humans are. Character is a term used to refer to a person's good personality. In another term, character is morals. Someone who has a good character is someone who has a positive habit in his life. Of course, this is not a momentary occurrence, and it is not a day-long process. It requires a long process. Someone is referred to as honest because he has lived his daily life with the values of honesty. Furthermore, character building is expected to be a culture in school.

Character building is the effort to form human, educational system, and culture. Character building is based on conditions where the application of basic human values based on Pancasila is still neglected. Thus, the understanding of its value is still within the conceptual level, and it has not yet materialized in its actual value by the fun way in school, family, and society environment.

Character building has the hope that the younger generation of the nation has a noble personality and has enough supplies to live with the current more open and dynamic circumstances. The progress of the globalization era will pose a danger that can ultimately damage the life of nation and state. Unfortunately, globalization gives not only a positive impact

for society, but also negative impacts, especially for the younger generation. Therefore, character building plays a major role in shaping a positive character in the education process. Character building must be implanted since the age of children, especially those who are in the education process. This is where the formation of personality is necessary. If good value has been formed in the children, they will be more responsible and dignified in the future.

By juridical, the government has made efforts with the Regulation of Ministry of Education and Culture Number 23 of 2015 about the character building which stated that character building is the activity of habituation of positive attitude and behavior in school which starts from elementary school and continues to junior high school, high school/vocational school, and school on special education path. This strats from the orientation of new learners to graduation. Character is a positive behavior done through habit [1]. This means that a person is taught something good from childhood to adulthood through exercises. This is in accordance with the concept of moral conduct based on the consideration that the implementation of basic human values of Pancasila is still neglected.

The values that have been implanted will have an effect on the personality of learners of everyday life. Parents are obliged to educate and nurture children from weaknesses. However, due to the parents' busy schedule as found in the city of Banjarbaru, there is a symptom that parents have a tendency to surrender their children to educational institutions. Children's education is fully submitted to school. This problem cannot be denied because of parents' busy work. Therefore, schools have an important role in the formation of the learners' character. Schools eventually as educational institutions focus not only on cognitive development but also affective and psychomotor aspects. School is expected to change the character behavior of learners.

In schools, there are values of national character that have been implemented. However, the implementation is not maximal, so learners have not reflected the attitude of character [2]. The value of characters performed in schools is developed through the habituation of learners in behaving. In this case, teachers are required to bring learners towards life in accordance with the values of Indonesian life. In addition, teachers should strive in forming habits for the formation of *aqidah* and morals of learners. However, in reality, the process

of building the behavior of the nation's generation is increasingly worrisome. Low morality of the nation's generation is often a cynical view for some people. Thus, it also has an impact on education that is considered not successful in building the character of learners. There are still many children and adolescents as learners who lack knowledge of the manners. They are brave to parents, disrespect teachers, and act at will without regard to the environment. Therefore, the need to instill strong character in children and adolescents is prioritized in order to prevent some factors that can damage the character of the Indonesian nation. Impressions of news published by various media often make people sad to hear about the behavior of learners such as bullying behavior, fights, promiscuity, drug cases, school-aged teenagers who commit immoral acts, even elementary school students who celebrate graduation with alcoholic drinking. This is made worse by the circulation of pornographic photos and videos, teacher disobedience, increased violence and cheating, and increasingly common lies. Due to the phenomena, often the educational outcome disappoints society.

The data from ICRW 2015 and UNICEF 2014-2015 in the national executive summary of the national strategy for the elimination of violence against children in 2016-2020 by The Ministry of Women's Empowerment and Child Protection show that 84% of students have experienced violence in schools, 75% of students have committed violence in schools, 45% of male students mentioned that teachers or school staff were perpetrators of violence, 22% of female students mentioned that teachers or school staff were perpetrators of violence, 40% of students aged 13-15 reported experiencing physical violence by peers, and 50% of children reported having bullying experience in schools. The results of the study of the National Consortium for the Development of Character Schools in 2014 mentioned almost every school in Indonesia, has a case of bullying [3].

From these circumstances, the school is responsible for building good manners on the learners. The school becomes very important to renew the moral of their students. Schools with character education will include the values to build the expected character according to the school's vision and mission. In character education at school, all components (stakeholders) should be involved, including the components of education itself, that is, the content of the curriculum; process of learning and assessment; quality of relationship; handling or management of subjects; school management; implementation of activities; empowerment of infrastructure; financing; and work ethic of all citizens and school environment [4].

Character building based on positive habituation can be done integrally in every school environment to form dignified Indonesian character. Education in schools currently tend to build more intellectual intelligence, but still make minimum effort with the element of refraction that leads to character building and educational habituation. The learners' understanding, awareness, and responsibility for the social environment are also low.

The process of familiarizing learners with activities before learning starting in the classroom has significance in an educational process. Habituation becomes the key to one's

success in education. An excellence learning is not merely an act, but it is an initiation of a positive and meaningful habit for learners who are considered effective and responsive through the habituation of good examples. This is in line with the Regulation of Ministry of Education and Culture No. 23 of 2015 which states that habituation is a series of activities to be undertaken by students, teachers, and education personnel, which aims to build good habits and build a generation of positive character. Character building is done through a series of non-curricular activities through daily and periodic mandatory and optional activities [5]. Cultural ways should be taught, familiarized, trained consistently, and in turns, they become habit, character, and then become a culture.

Habituation not only teaches the knowledge of the things that are right and wrong, but also enables us to feel good and bad values. Attempts to character formation through habituation includes the values of religion, honesty, discipline, tolerance, hard work, peace, love, responsibility and so forth. These values need to be nurtured in the learner and the values will ultimately be the reflection of the life of the Indonesian nation.

In order to realize character education in the development of learners' attitude, some phenomenon of learners' behavior must be concerned and improved through habituation. This is also considered in Banjarbaru city located in South Kalimantan. The phenomena of learners in Banjarbaru shows some irresponsible behavior. In schools, it is not clear that some character building is done. Some problems in character building should be studied based on deeper habituation to know the character growth for learners in schools. Thus, a study is necessary to conduct to investigate habitual character building in Banjarbaru city. If this problem cannot be solved, then it could be a threat in the development of character education in Banjarbaru city. It should be emphasized that the vision and mission of the government in Banjarbaru City focus on character building of community that is religious, virtuous and loving of the homeland, which should be instilled in various formal education/schools at all levels. Therefore, it is necessary to identify the factors that inhibit and support the character building of the students in the school, as well as the habituation of what has been done in the character building in the school.

From the description, to investigate the implementation of character building based on educational character for learners in Banjarbaru City, the researcher intended to conduct a study on this issue with the title "*A Study on Character Building Based on Habituation to Form Character of Junior High School Students*"

Based on the background of this study, the formulation of the problem in this study is as follows: what are the factors of high habituation of teachers and students in character building based on habituation to form the character of junior high school students in Banjarbaru City?

II. CHARACTER BUILDING BASED ON HABITUATION TO FORM CHARACTER OF JUNIOR HIGH SCHOOL STUDENTS

Character education is a relational dynamics among people with various dimensions, both from within and from outside of

the people. It is expected that the person is increasingly able to live in freedom, so as to be responsible for the growth of himself as the person and the development of others in their lives. Character education is anything teachers do that can influence the character of learners [6]. In addition, character education is the morality, truth, goodness, strength and attitude of a person who is shown to others through action [7].

Character is the culmination of the habit that results from the ethical choices, attitudes and attitudes of the individual, which is the prime moral even when no one can see it [8]. Character education is a comprehensive undertaking for people to understand, care, and behave according to basic ethical values. These values can be obtained through the process of internalization of what is known, which takes time to form a good character. These values are the values of life that are the realities existing in society. Character education is a system that builds the values of character to the school community that includes the components of knowledge, awareness or willingness, and actions to implement those values [9]. Character education can be interpreted as *“the deliberate use of all dimensions of school life to foster optimal character development”*. In character education in schools, all components (education stakeholders) should be involved, including the components of the education itself. Character education is a planned effort to make learners recognize, care, and internalize the values, so learners behave as human beings [10]. Based on these insights, it can be interpreted that character education is a systemically designed and executed effort to help learners understand the values of human behavior embodied in thoughts, attitudes, feelings, words, morality, truth, goodness, person's strengths and attitudes, as well as actions based on religious norms, law, etiquette, culture, and customs.

The objectives of cultural education and the character of the nation are: (1) to develop the potential of learners to be good-hearted, good-minded and well-behaved human beings; (2) to build a nation characterized by Pancasila; (3) develop the potential of citizens to have a confident attitude, proud of the nation and country and love humanity [11]. Furthermore, the function of cultural education and the character of the nation are: (1) to build a multicultural nationhood life; (2) to build a civilization that is intelligent, cultured and able to contribute to the development of human life; to develop the basic potential to be good-hearted, good-minded, and well-behaved, and exemplary; and (3) to build the attitude of peaceful, creative, independent citizens and able to live side by side with other nations in harmony.

Character education is aimed at improving the quality of education implementation and results in schools that lead to the achievement of character formation or noble character of the learner intact, integrated and balanced, according to the competency standards of graduates [12].

There are 18 values of character education developed by the government namely: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, want to know, spirit of nationality, affectionate toward the country, appreciate achievement, friendly/communicative, love peace, diligent in

reading, caring for the environment, social care, and responsible.

Although there have been 18 values of the nation's character, the educational unit can determine its development priorities by continuing the pre-condition value reinforced by some of the priority values of the 18 values. In the implementation of the number and type of characters selected will certainly be different from one region or school to one another. It depends on the importance and condition of each unit of education. Among the various values developed, the practice can start from an essential, simple, and easy value to implement in accordance with the conditions of each school or region.

Character education assessment is essentially an evaluation or learning process of an individual to live his or her role in a school environment for the growth of his or her moral integrity as a human being. Character education assessment is closely related to the elements of understanding, motivation, will, and praxis of the individual. Character education grows as motivation in the individual and becomes the driving force for their moral behavior in the company of others. From this essence, we can draw conclusions about the purpose of character education assessment.

Furthermore, good character involves understanding, caring, and acting in accordance with ethical values. A holistic approach to character development is to develop the cognitive, emotional, and behavioral aspects of moral life. Learners develop to understand basic values by studying them, discussing them, observing behavioral models, and solving problems that include values. Thus, learners must understand the basic values and commitment to practice in everyday life.

Guidance or technical guidance provided by Curriculum Center at Research and Development Agency, Ministry of National Education, explains that measuring the level of successful implementation of character education in educational unit is done through various assessment programs by comparing the initial conditions with the achievement in a certain time. The assessment of success is accomplished through the following steps: (1) establishing indicators of established or agreed values, (2) establishing various assessment instruments, (3) recording the achievement of indicators, (3) conducting analysis and evaluation (4) follow up. Practically there are things that objectively can be used as a criterion to judge whether character education has been successfully implemented or not. The objectives in question here are data and facts, whether in the form of actions or the effects of decisions that can be verified. The criteria and objects discussed here only relate to objective matters that are used as guidelines for the assessment of character education in schools. From these data and facts we can see the extent to which students and individuals within the school have carried out character education.

The ability of principals and teachers to improve the role of schools in character education can bring about change and affect the behavior of learners. Changes in learning achievement cannot be used to draw conclusions in general. Nevertheless, the influence of character on behavior and learning achievement can be expected. If the principal and

teachers succeed in creating an atmosphere and learning process that encourages and motivates students, the students' learning spirit will rise, so they will become more diligent in learning and more disciplined. Demonstration of exemplary models is an initial step of habituation. If other educators and education personnel require that learners behave and behave in accordance with the values of character, other educators and education personnel are the first and foremost examples of how to behave accordingly with the values [12].

In the classroom, character learning is carried out through the learning process of each subject matter or specially designed activity. Each activity must be capable of developing capabilities in the cognitive, affective, conative and psychomotor domains. Therefore, it is not always necessary for special learning activities to develop values in character education. Nevertheless, the development of certain values, such as hard work, honest, tolerance, discipline, self-reliance, national spirit, homeland love and reading, can be developed through the usual learning activities of educators. The development of some other values, such as social care, environmental care, curiosity and creativity requires conditioning efforts, so that learners have the opportunity to create behaviors that show the values.

If the 18 character values are deeply understood, there are are some character values that can improve the behavior of learners to be better, among them are as follows: *First*, value of hard work aims to encourage learners to do their tasks seriously with habituation given by the teacher in assigning tasks or homework. *Second*, independent values aim to encourage learners to behave appropriately in completing tasks or homework provided by the teacher. By being independent learners, they can learn to solve problems encountered. *Third*, the value of curiosity is aimed at forming every attitude and action of learners who always strives to know more deeply and extensively from something they learn, see, and hear. This can be familiarized by the teacher by asking questions or giving the learners the opportunity to ask about the lessons. Furthermore, *the fourth* is the value of reading which aims to encourage learners to have the habit of providing time to read the various good materials. Habituation to learners to read will have an impact on student achievement.

Character education can improve the behavioral change of learners and also affect the academic achievement. Thus, the creativity of principals and teachers is needed, so character education and academic ability improvement run simultaneously, complement each other and mutually reinforce. Therefore, all principals and teachers need to be encouraged and given the opportunity to improve their qualifications in character education so that all lessons of activity can be used as a vehicle for character education.

In conclusion, character education that has been done correctly will have a positive impact on the behavior of learners. An integral education certainly has an impact on the growth of intellectual and affective ability of learners. Growing morals in the learners is very important to do in developing the values of nationality and humanity in the students themselves.

The implementation of character development is based on the basic values of nationalism and humanity which includes

the habit of growing in accordance with the Regulation of the Ministry of Education and Culture No. 23 of 2015 as follows: moral internalization and spiritual attitude, which are able to live the spiritual relationship with God; firmness to maintain the spirit of nationality and diversity as well as to glue the unity of the nation; positive social interaction between learners and adult figures in the school and home environment; positive social interaction among learners which concerns for the physical and psychological condition among peers, seniors, and juniors; maintenance of the school environment; an appreciation of the uniqueness of potential learners to be developed; strengthening the role of parents and related community elements.

The method of implementing character building activities for elementary school level is still a transitional period of playing in early childhood education (formal kindergarten) in entering the formal school situation. The method of execution is done by observing and imitating the positive behaviors of teachers and principals as a direct example in the habit of recurring and repetition. Teachers also play a role as a companion to encourage students to learn independently as well as lead friends in group activities, namely: playing, singing, dancing, storytelling, simulation, and role play in the group.

The method of implementing character building activities for junior high, high school/vocational school, and school on special educational pathways is done with the independence of learners to familiarize with regularity and repetition, starting from the orientation of new learners, extracurricular, and intracurricular activities.

Furthermore, it is also explained in the Regulation of the Ministry of Education and Culture No. 23 of 2015 that the activities of the movement of moral character in schools through habituation-habituation involves the following elements.

A. Growing Moral and Spiritual Values

Realizing moral values should be done in everyday behavior. Moral values are taught to students. Teachers and students practice them routinely until the values become a habit. Compulsory activities for teachers and learners might be in the form of praying together in accordance with their beliefs before and after the day of learning led by a learner in turn under the guidance of the teacher. Other examples of activities are familiarizing to perform the worship together according to religion and belief, both done in school and with the community. Furthermore, an examples of periodic habituation is familiarizing the celebration of the Great Muslim Day with simple activities and wisdom for muslim students.

B. Growing National Values and Diversity

This element is instilled by fostering the love of the homeland and receiving diversity as a bound for the nation of Indonesia. The practice of gratitude is also important so that the benefits can be felt in everyday life.

The activities for this element such as carrying out flag ceremonies every Monday in accordance with the school's regulation, .

- Conducting the flag ceremony at the opening of a new student orientation period for junior high school, high school/vocational school, and school on a special education path equivalent to junior high/high school/vocational school. Students serve as commanding officers and ceremonial officers and principals/representatives acting as ceremonial inspectors;
- After each prayer to start the day of learning, teachers and learners sing the national anthem of Indonesia Raya and/or one national mandatory song or one of the latest songs depicting the patriotism and love of the motherland.
- Before praying when ending the day of learning, teachers and learners sing a regional song.
- Introducing the uniqueness of students' potential areas through various media and activities
- Familiarizing the celebration of the National Day by reviewing or introducing the thoughts and passions underlying through various media and activities.

C. Developing Positive Interactions Among Students, Teachers and Parents

Education is the responsibility between schools, learners and parents. Positive interaction between the three parties is needed to build a positive perception, mutual understanding and mutual support for the realization of an effective education.

Compulsory Activities can be actualized by the meeting between schools and parents in each new academic year to socialize: (a) vision; (b) rules; (c) material; and (d) student learning achievement plan for parents to support the four points. Examples of good habits that school can do are greetings and smiles to everyone in the school community. Teachers and education personnel come early to welcome learners in accordance with the applicable values. Examples of periodic habituation are familiarizing learners (and families) to say good-bye to their parents as they go and report when they return home according to the customs of each family and to salute teachers before the lesson begins, led by a learner in turn.

D. Developing Positive Interaction Among Learners

Learners learn academic aspects and learn to socialize. Positive interaction among learners will actualize the learning of peer (peer learning) as well as helping students to learn to socialize. Examples of good habits that can be done by the school are movement of care to fellow citizens of the school by visiting the school residents who are experiencing disaster, such as illness, death, and others and familiarizing students to help each other when there are students who are experiencing disaster or distress.

E. Taking Care of Learners themselves and School Environment

School environment will affect the school community both from the physical aspect, emotion, and health. It is therefore important for the citizens of the school to maintain safety, comfort, orderliness, hygiene and health of the school environment. The example of mandatory activities is doing the cleaning up of the school environment by forming cross-class groups and sharing tasks according to the age and ability of the students.

Examples of good habits that can be done by schools are familiarizing the use of school resources (water, electricity, telephones, etc.) through creative campaigns from and by students, organizing canteen that meets health standards, building a learner's culture to always maintain cleanliness in their respective stools as a form of individual responsibility as well as cleanliness of class and school environment as a form of responsibility. Examples of periodic habituation are teaching the queue simulation through the line before entering the classroom and while using school facilities, maintaining safe school environment and implementing waste bank activities in collaboration with local sanitation service.

F. Developing Learners' Self Potential

Each student has diverse potential. Schools should facilitate optimally so that students can understand and develop their potential. Compulsory activities are as follows: a) Use 15 minutes before the learning day to read a book other than a subject book (every day); b) All school residents (teachers, education personnel, students) use the time before starting the day of learning on certain days for physical activities such as physical fitness exercise, regularly at least once a week.

Examples of good habits that can be done by the school are asking learners to familiarize themselves to have savings in various forms, such as Bank accounts and piggy bank; training students to asks critical questions; and familiarizing every learner to always practice leadership by giving every student an opportunity to lead in joint/group activities.

G. Involving Parent and Community in School

Education is a responsibility form all parties. Therefore, schools should involve parents and communities in the learning process. It is necessary to get support in various forms from parents and society. This can be done by holding an exhibition of student work at the end of each school year by inviting parents and community to appreciate students. As suggestion, parents can make the habit of providing 20 minutes each night for discussions with children about school activities. Moreover, communities work with schools to accommodate volunteering activities by learners in solving problems within the school environment. Society of various professions is involved to share knowledge and experience to students in school.

III. METHOD

This study used descriptive qualitative research type. Descriptive research is intended to describe the phenomena that exist based on existing circumstances. This study was

conducted to describe empirical reality in accordance with the phenomenon that occurs through the collection of data on character building based on habituation in Banjarbaru City.

The population in this study was the junior high schools that have implemented the 2013 curriculum and character education. The samples were determined by using purposive sampling. The names of the schools that have been studied were SMPN 1 Banjarbaru, SMP Sanjaya, SMP Muhammadiyah Banjarbaru, with the participants consisting of 53 teachers and 140 students.

To obtain the necessary data, the researcher used questionnaire as data collection technique. Questionnaire method is a method used to find data about things or variables that form related to the aspect of organizing character building based on habituation in Banjarbaru.

Data analysis technique used in this research was descriptive qualitative data analysis using percentage. The collected data were analyzed by categorization to facilitate the interpretation of the data. Each of the data has been categorized and linked to a relationship to match the conclusion. Data analysis is a process for systematic searching and sorting, obtained by organizing data into categories, translating into units, synthesizing into patterns, choosing what is important and learning, and making a conclusion so easily understood by self or others [13].

IV. RESULT AND DISCUSSION

Based on the calculation results from the 7 indicators that have been determined, percentage of the activities in character building was obtained as shown in the following figure.

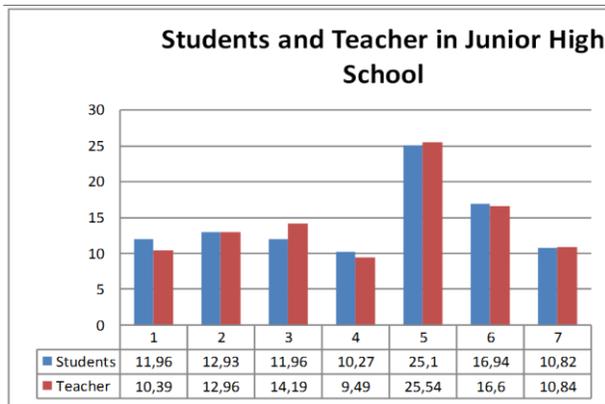


Fig. 1. Comparison of respondents: junior high school students and teachers

From Fig. 1, the comparison of respondents between junior high school students and teachers can be seen in accordance with 7 indicators as follows. First, the percentage of students' and teachers' responses in building spiritual moral values were 11.96% and 10.39%, respectively. The indicator of building nationality values and diversity obtained 12.93% responses of the students and 12.96% responses of the teachers. Third, the indicator of developing positive interaction among learners, teachers and parents obtained 11.96% responses of the students and 14.19% responses of the teachers. The percentage of students and teachers in developing positive interaction among

learners were 10.27% and 9.49%, respectively. Furthermore, the percentage of students' and teachers' responses in self-care and school environment indicators were 25.10% and 25.54%, respectively. Subsequently, the indicator of developing students' self potential as a whole obtained 16.94% responses of the students and 16.60% responses of the teachers. Last, engagement of parents and community in school were responded by 10.82% of the students and 10.84% of the teachers. This means that this activity is often done only by different percentage of each indicator used. The average responses from the teachers in character building based on habituation of junior high school in Banjarbaru City does not differ much with students' responses.

The percentage of the responses from the students and teachers show the presentation of the 7 indicators in their action. Based on the results, average presentation from the teachers is not much different from the presentation of the students. Thus, character building based on habituation done by a teacher will be an example or a reflection of habituation for students in schools. The demonstration of exemplary models is an initial step of habituation. If other educators and education personnel require the learners to behave in accordance with the values of character, they are the first and foremost people to give examples of how to behave in accordance with those values [12].

V. CONCLUSION

Based on the results of this study, it can be concluded as follows. Habits in terms of character development have been implemented at the level of primary and secondary education in Banjarbaru. High-valued habits are taking care of themselves and the school environment. The lowest is developing positive interaction among students. The existence of cooperation between the school and parents in habituation to students is necessary to instill character education.

Several points can be suggested in this study. It is essential to encourage and facilitate character building through positive habits according to the vision of the regional government and the school itself. For example, there is cooperation between the government and the school to have extra-curricular activities in school. Development of character education model in fostering positive habituation in building character of students in school in order to support the vision and mission of government should be characterized based on religious values and noble values of nationality through habituation that has been scheduled in school activities. Moreover, teachers give exemplary example to the students about the positive habits to build character of the students. For example, there is a study of the Qur'an on a certain day in which teachers and students in build spiritual values, as well as activities such as caring for others to set an example of social awareness. Special interventions are needed in developing interaction among students and teachers, such as conducting the activities for Junior Red Cross Youth, scouting, sports, and other extra-curricular activities.

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