

# Character Education Based on Psychology Perspective in the Industrial Revolution Era 4.0

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**Abstract**—Journal discusses character education in senior high school students in the era of ir.4.0. the method used is the literature review approach. The results obtained from this study are that character education is really needed in the era of ir. 4.0. This riset result can be used as a reference for character education for high school students in era 4.0.

**Keywords**—character education; psychological perspective; rra IR 4.0

## I. INTRODUCTION

Education is the key word in any effort to improve the quality of human life, where it has a role and objective of the humanizing. Basically education is a conscious and planned to bring about an atmosphere of learning and the learning process so that learners are actively developing the potential for her to have the power of spiritual, religious, self-control, personality, intelligence, attitudes, and skills required as well as the noble dirnya, community, the nation and the State [1]. According to Ki Hajar Dewantoro education is an effort to advance the character grew (inner strength and character) and the body of the child. Education can also be defined as a process in which all actions have an effect on the change of character, personality, thoughts and behaviors [2].

Thus education is not just a transfer activities of science, theory, and purely academic facts, or just about the diploma, but education is a process of liberation in fact learners from ignorance, lack of ability, incapacitated, injustice, lack of honest, and from poor heart, morals, and the faith [3]. The focus of education is more directed at the formation of the personality of the superior with the maturation process operates on the quality of the heart, logic, morals, and faith. Educational achievement is the culmination point of the perfection of quality of life.

With regard to character education is meant as an education that develops the character values in the students so that they have value and character as the character in themselves, applying the values in the life of themselves, as a religious, nationalist, productive, and creative member of society and citizens . In essence, character education aims to form a tough, competitive nation, the noble character, moral, tolerance, working together, spirited, patriotic, developing dynamic, oriented to science and technology which built with faith based

on the ideology Pancasila in line No. 23 of the 2003 about the National education system in article 3 that [4]:

"National education functions to develop the ability and shape of dignified national character and civilization in order to educate the life of the nation, aims to develop the potential of students to become faithful human beings, fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen."

The function of character education is 1) Development, 2) Improvement, 3) Filters. Development, namely the development of the potential of learners to become well-behaved individuals, especially for students who have attitudes and behaviors that reflect the character of the nation. Improvement, namely strengthening the progress of national education to be responsible for developing the potential of more dignified students. Screening, which is to select the nation's own culture and the culture of other nations that are not in accordance with the values of useful characters [5].

Character education that has been implemented in most schools in Indonesia should be balanced with good student education psychology, which can be seen from the improvement in achievement and a decrease in the incidence of deviant student behavior. Based on Gabriel found that some deviant behavior due to technology that is not followed by character education [6]:

- children are individual
- children are temperament
- It's easy to access porn videos
- forget about the homework that has been given

With regard to the Industrial era, Revolution 4.0 in general has a very good impact on the world of education, this can be seen from 21st century learning oriented towards digital lifestyles, but not all digital lifestyle oriented learning has a positive impact, many are certain has a negative impact, this is important to be considered especially with regard to student character education which is later related to the student's psychological education itself. So the role of the teacher and the school administrator must work together to improve the

quality of students both academically and non-academically so that maximum learning outcomes can be achieved.

## II. METHOD

This study uses a literature review approach. The purpose of this study was to obtain a character education model and strategy for students of Upper High School in relation to the Industrial Revolution 4.0 era by referring to the study of relevant research results.

## III. RESULTS AND DISCUSSION

### A. Character Building

Character education is everything that a teacher does, which can affect the character of students. The teacher helps shape the character of students based on the principles of character education. Character education in the Industrial Era Revolution 4.0 does not apply only to students in urban areas or in schools that have heterogeneous students, but also applies to all education in all regions. This is like the results of research by previous researchers, it was stated that education in inland still needed to get and understand the importance of character education in schools. However, schools that are located far from urban areas, where culture is still strongly upheld as the norm of life. So learning character education will not be as difficult as teaching it to students in the perch, where mindset and pluralism in everyday life can influence the development of student personality and behavior [7].

### B. Psychology Development of High School Students

Human development refers to how humans grow, adapt, and change throughout the course of their lives, through physical development, personality development, socio-emotional development, cognitive or mind development, and language development [8]. In line with this, Upton argues that human development is part of developmental psychology, which in this case is a scientific study of changes in mind and behavior related to age [9].

With regard to adolescence, Upton asserts that for a minority of adolescents, adolescence can be very problematic [9]. However, it is important to know that children who experience emotional times in adolescence usually have emotional problems that have occurred before, the development of identity in adolescence is related to the search for self-identity, thus allowing their identity to become unstable, and juvenile delinquents who are likely to have behavioral problems during childhood.

Psychological conditions that exist in adolescent students, especially high school students, this is in line as stated by Berkowitz that the only way to build a more moral world is to create more moral people, the importance of the realization of the saying proverb who said "child behavior is the only material that can be asked by parents", schools have a strong and extensive role and influence on young people because they spend most of their years, from childhood to adulthood in school [10].

### C. The Role of the Principal

The school principal in school thinking has three functions: namely as a leader and manager in the education sector he leads; as a school leader to manipulate the wheels of school organization and produce good students and good students; and as guardians of all school residents to jointly work together to advance the school education.

Mulyasa explained that: "the leadership of the principal is one of the factors that can encourage the realization of the school's vision, mission, goals, and objectives through programs that are planned in a planned and gradual manner. Principals are required to have strong management and leadership skills. in order to be able to take decisions and initiatives for the implementation of character education to improve the quality of schools" [3].

The role of the principal departing from the role concept described by Levinson in explains that the role covers three things, namely as follows: 1) The role includes norms that are related to the position or place of someone in society, the role in this sense is a series of rules that guide a person in people's lives; 2) Role is a concept of what can be done by individuals in society as an organization; 3) Role can also be interpreted as individual behavior that is important to the social structure of society [11].

With regard to its leadership, the head of the school as a leader and manager in the implementation of character education in schools, and the teacher is the leader and manager in the implementation of character education in the classroom [12]. The principal gives instructions to the teacher to lead and manage the students through the transformation of noble values based on existing rules and the peculiarities of the educational values that exist in the school he leads. Against this, as stated by the World Bank "given people a handout or a tool, and they will live a little better. Give them education, and they will change the world" [13]. Against this, the school principal needs to emphasize to the teachers to prepare a Learning Implementation Plan well and include the character indicators to be achieved in learning [14].

### D. The Role of Teachers and Lesson plans with Character

The teacher prepares various choices and strategies to instill each of the values, norms and habits into the subjects that are used. At the classroom level, the teacher is an important factor that has great influence on the success of school character education, and even determines the success of students in developing their personality as a whole. That said, because the teacher is the main figure and an example and role model for students. Therefore, in teacher character education must start from himself so that what he does well becomes good for student [15].

## IV. CONCLUSION

Characters will be formed if the activity is carried out repeatedly until it becomes a habit, which ultimately not only becomes a habit but has become a character. In the Industrial Revolution 4.0 era where almost all learning uses the internet, the role of the school is very important in improving the

character of the future successor of the nation. Where the teacher not only teaches the concept of good character, but how to direct students to be able to implement in their daily lives.

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