Character Education's Importance In The World Of Education

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ARTICLE INFO	ABSTRAK
Volume: 1 ISSN: **KATAKUNCI** moral instruction in the educational sector	Character development needs to be emphasized not only in the classroom but also at home and in social settings. The participants in the current program no longer reflect the personalities of young children, adolescents, or even adults. It is very essential to this country's survival. The competition makes predictions on what will happen in the upcoming years. It goes without saying that it will be a burden for our parents and us today. Children will then compete against peers from different nations around the world. Even if we continue to work in the future, we will experience the same emotions. A person must have good character to demand the quality of human resources in the next millennium. Character, however, is a crucial aim for every person.

1. Introduction

The National Long-Term Development Plan (RPJP) 2005-2025 (UU No. 17 of 2007) lists the realization of a society with noble character, morality, ethics, culture, and civility based on the Pancasila philosophy as one of the nation's top priorities for development. The nation's identity and character are strengthened through education as one method of achieving this. In order to strengthen the spiritual, moral, and ethical foundation of nation building, this effort aims to form and build Indonesians who are devoted to God Almighty, obey the rule of law, maintain internal and interreligious harmony, engage in intercultural interactions, develop social capital, apply the noble values of the nation's culture, and take pride in being an Indonesian.

Aiming to develop students' potential to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. National education serves to develop capabilities and shape the character and civilization of a dignified nation. Education is a crucial aspect of life that should never be neglected.

Education has been a part of life ever since there have been humans. It is not a process that is routinely organized, planned, and uses techniques that are learnt and based on laws that have been agreed upon by the implementation mechanism by a community of a society (the State). To form, direct, and govern human beings in accordance with society's aspirations, education can be seen as a process that is consciously planned, created, and structured based on applicable laws, particularly legislation made on the basis of community consensus.

Let's look at the information below to get an understanding before we continue to talk about character education:

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- 158 regional heads were involved in corruption during 2004-2011
- 42 DPR members were involved in corruption in the period 2008-2011
- 30 members of the DPR for the 1999-2004 period were involved in the bribery case in the BI DGS election
- Corruption cases occurred in various institutions such as KPU, KY, KPPU, Directorate General of Taxes, BI, and BKPM

What comes to mind now that we have read the aforementioned facts? The behavior of state officials in those situations, albeit they are undoubtedly intellectually competent individuals, makes our stomachs "stomach" us because they lack personality attributes. Of sure, they are intelligent people. The system and process of education consists of many different elements, including objectives, teachers, students, tools, environments or institutions, curriculum, and evaluation. In order to accomplish goals, several components cooperate with one another. The goal won't be adequately accomplished if there are some nice elements but also some bad ones.

Character development is now critically necessary not only in the classroom but also at home and in the community. Participants in character education today include adults as well as young children and teenagers. For this country to survive, it is absolutely important. Imagine the level of competitiveness that will exist in the future. It is evident that it will be a burden for both us and the parents of today. Children of today will then compete against their classmates from different nations at that time. The similar feeling will be experienced by those of us who will still be working in that year. A person of good character is unquestionably necessary given the demand for high-quality human resources in the coming millennium.

The secret to a person's success, nevertheless, is in their character. According to a research conducted in the United States, undesirable behavior like carelessness, dishonesty, and strained interpersonal connections account for 90% of cases of dismissal. Additionally, according to other research, an individual's emotional quotient accounts for 80% of their success in society.

The following problem formulation is provided by the author of this article based on the background provided above: What does character education mean, for starters? 2. How should character education be implemented? 3. What do character education programs aim to accomplish? The following are the reasons for writing this article: 1. Having a thorough understanding of what character education entails. 2. Being aware of the approach to putting character education into practice. 3. Understanding why character education is important.

2. Literature review.
2.1 Meaning of Character Education

Character education is a method of naming moral principles that entails knowledge, awareness, or commitment to uphold these principles toward God Almighty, oneself, others, the environment, and one's country of origin. However, because humans exist in a specific social and cultural context, the social and cultural context in question is the only place where an individual's unique character may be developed. In other words, it is possible to create culture and character in a learning environment that does not isolate pupils from their social context, local culture, or national culture. In order to instill Pancasila principles in participants' education through heart, brain, and physical education, cultural and character education must take into account the social and cultural context of the country.

Since the beginning of the development of education, character education has been regarded as a crucial component. For instance, John Sewey claimed in 1916 that the development of moral character is a widespread idea in educational theory and that character education in schools aims to achieve this. The National Education Society's Commission for the Reform of Secondary Education, which was established in the United States (US) in 1918, then published an important document outlining the general education objectives. The "Seven Main Principles of Education," which sprang from this historical leap, include

a. Health
b. Mastery of fundamental processes
c. Become a useful family member
d. Work
e. Citizenship
f. Use your free time in a useful way
g. Moral character

All teachers have a duty to educate their students in order to shape their character as citizens. As a result, the teacher must also provide the coaching. Therefore, it is incorrect to claim that teaching pupils to have national character is only the responsibility of teachers of certain topics, such as PKN or PAI teachers. Although it is understandable that teachers who have expertise in national character education are more likely to teach it. Each and every teacher has an obligation to act as a strong role model for their students. Because if one Civics teacher instructs students to solve a problem in a way that is antithetical to democracy while another instructs in an authoritarian manner, the lesson will be meaningless. In contrast to other teachers, a religious education teacher may respond to pupils' queries logically whereas others may respond hastily.

Humans never give up on education since it is so crucial to their well-being. About education in human life as a process, there are two main hypotheses. It can be viewed as a process at first because it happens accidentally or because it happens naturally. Education is not a process that is routinely planned, organized, and that employs learning methods and is based on laws that have been approved by a community (the State), but rather it is a component of life that has existed since the beginning of time. This knowledge suggests that, at their core, people are natural creatures who learn from the occurrences of nature and the symptoms of life to advance their existence. Second, it is believed that education is a deliberate process that takes place according to established laws, particularly those that are created with community support. When society begins to recognize the significance of attempts to shape, control, and regulate humans in accordance with society's aspirations—especially the ideals of those in positions of power—education as an activity and a process of intentional activity is a symptom of this realization. To put it another way, education's objectives and structure are determined by the pace of socioeconomic advancement. There is a material component, then, that explains why education is shaped based on the community's most influential members.

Morals, ethics, and morals are all components of character. Morals place a greater emphasis on the character of human behavior, including whether or not certain behaviors can be characterized as good or bad, right or wrong. The moral order emphasizes that, in essence, humans have deeply ingrained ideas in which both (good and bad) exist, in contrast to ethics, which offers an assessment of good and bad based on the norms that apply in a specific community. Therefore, character education is defined as value education, character education, moral education, and character education. Its goal is to help students learn to make good and poor decisions, to uphold what is good, and to fully appreciate that goodness in everyday life.

2.2 Character Education Goals

National Education Culture and Character Development Definition of National Character and Cultural Education The functions and objectives of the national education system must be applied in developing education efforts in Indonesia, according to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (UU Sisdiknas). According to Article 3 of the National Education System Law, "National Education functions to develop and shape the character and civilization of the nation that is useful in the context of educating the nation's life, aiming to develop students' potential to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen." The goal of national education is to define the qualities of Indonesians that each educational institution is responsible for fostering. The development of cultural education and national character is thus based on the establishment of the National Education Objectives. It is vital to define the terms culture, national character, and education in order to understand what they represent in terms of cultural education and national character. The following are the goals of national character education: 1. Encouraging pupils to develop their affective potential as people and citizens with cultural values and national character 2. Encouraging pupils to adopt good habits and conduct that are consistent with national character, cultural traditions, and universal ideals Students' ability to become independent, innovative, and people with a sense of national responsibility should be developed, as well as their capacity for leadership and responsibility as the country's future leaders. 5. Create a strong sense of national pride and a strong sense of friendship in the school community as well as a safe, honest, creative, and friendly learning environment.

Because Indonesian society is a religious society, the lives of individuals, communities, and nations are always based on religious teachings and beliefs. Values of Cultural Education and National Character are values that are developed in cultural education and national character and are identified from religious sources. Political life is built on religiously inspired principles. The Republic of Indonesia is a unitary state that is based on a set of guiding principles known as Pancasila. This is the second source. The Preamble to the 1945 Constitution mentions Pancasila, and the 1945 Constitution's provisions go on

to build on it. In other words, the principles found in Pancasila are transformed into principles that govern all aspects of society, including politics, the law, business, and the arts.

The goal of cultural education and national character education is to help students develop into better citizens—citizens who can and will live by the Pancasila values. not achieved by the community's accepted cultural ideals. These cultural values serve as the foundation for giving concepts and interpersonal communication within the group significance. A job of this kind plays a crucial role in the formation of the culture and character of the country.

2.3 Character Education Implementation Strategy.

The Character Education Strategy through Multiple Talent Approach will be the subject of the discussion (Multiple Intelligent). Students have the chance to develop their golden skills in accordance with their requirements and interests thanks to this concept. There are many other methods to be intelligent, and this approach is typically characterized by the academic successes attained in school and the pupils take intelligence tests. -through the use of language, arithmetic, music, visuals, movement, motor skills, or social and emotional methods.

Gardner (1999) asserts that there are at least nine different intelligences in humans. Today, intelligence can be assessed in more ways than just one's aptitude for language and numbers. There are numerous more intelligences that can be found in humans. In the meantime, it is claimed by Howard Gardner (1999), who describes 9 multiple intelligences, that if properly understood, all parents will have a more optimistic perspective on the potential of children. Additionally, parents (teachers) can create a positive environment at school for children. The theory of multiple intelligences tells kids that they can learn everything they are interested in. To refine the child, parents and instructors need to be creative and sensitive. Open-mindedness is necessary for both parents and instructors.

3. Methodology

The type of research that the author uses is descriptive qualitative while the research technique is field research, namely: data collection is carried out by conducting direct observations of the object under study in order to obtain the necessary data. The data collection methods used in this research are: Observation, Interview or interview, documentation. In processing the data, the writer first collects data from the field, then the writer processes the data according to the problems found and then draws conclusions. Furthermore, to analyze the data that has been described in detail, it will be analyzed by inductive analysis. Data analysis is the process of arranging data sequences, organizing them into patterns, categories, and basic units of description. Organization, sorting, grouping, coding, and categorization of data are data analysis operations. Finding themes and work ideas that will be used as substantive theories is the goal of organizing and processing the data.

4. Results and Discussion

Based on the findings of the importance of character education in the world of education, national education serves to develop abilities and shape the civilization and character of a dignified nation in the context of educating the nation's life. This endeavors to develop students' potential to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible society. Education is a vital component of human life that must never be neglected.

Since the beginning of the development of education, character education has been regarded as a crucial component. For instance, John Sewey claimed in 1916 that the development of moral character is a widespread idea in educational theory and that character education in schools aims to achieve this. The National Education Association's Commission for the Reform of Secondary Education, which was established in the United States (US) in 1918, then published an important declaration outlining the general education objectives. The "Seven Main Principles of Education" were later given this historical leap's name.

Morals, ethics, and morals all come together to make up character. Morality focuses more on the character of human behavior, including whether it can be categorized as good or bad, right or wrong. While the moral order underlines that in essence humans have entrenched ideas in which both (good and bad) exist, ethics provides a judgment of good and bad based on the norms that apply in a particular society.

Education is regarded as a process that happens consciously and is structured in accordance with applicable laws, particularly those created on the basis of popular consensus. A sign that society is beginning to understand the significance of attempts to mold, control, and regulate humans in accordance with society's aspirations, particularly those of those in positions of power, is the action and process of purposeful activity known as education. what form civilization will take.

5. Conclusion

The conclusions from this article are as follows:

1. Character education is a system for naming moral principles that involves knowledge, awareness or willingness, and actions to put these principles into practice—both in one's relationship to God Almighty and in one's interactions with others, the environment, and one's own country. However, because humans exist in a specific social and cultural context, the social and cultural context in question is the only place where an individual's unique character may be developed.
2. Character Education Developmental Strategies, one of which is the Multiple Intelligence Character Education Strategy (Multiple Talent Approach). This approach seeks to maximize each student's potential, which has the ability to improve self-perception and promote mental wellness.
3. The National Character Education Education has the following goals:
   a. Students' habits and behavior should be admirable and consistent with universal principles, cultural traditions, and national character.
   b. Students should also be instilled with a sense of leadership and responsibility as the nation's future leaders.
   c. Lastly, students should be given the opportunity to develop their potential as autonomous, imaginative, and nation-minded individuals.

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