

CHARACTERS AS THE FIRST GUIDE IN EDUCATION

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Introduction

Education is a process of a series of learning activities throughout the ages in all life situations. Education takes place at all types, forms, and levels of the environment, which then encourages the growth of all the potential that exists within the individual. Through learning activities, a person can change and develop themselves to be mature, intelligent, and mature. (Knowles et al., 2020)

Education also has an important role in fulfilling human resources, by the functions and goals of education in Law Number 20 of 2003 concerning the National Education System in Indonesia, Article 3 which states that: National education functions to develop capabilities and shape the character and civilization of the nation with dignity in the framework of developing the intellectual life of the nation, aims to develop the potential of students so that they become human beings who believe and have faith in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible country.

Following up on the functions and goals of national education, that education at every level must be organized systematically to achieve positive goals. This condition is related to the formation of character in a person who can compete, ethical, moral, polite, and polite in interacting in society. A person's success is not determined solely by their technical knowledge and abilities (*hard skills*), but more than the ability to manage oneself and others (*soft skills*). This suggests that the character quality of students is very important to be improved. (Wong, 2011).

Without character, one easily does anything that can hurt or torment other people. Therefore, a person needs to form and instill character values to manage himself from negative things. The character that is implanted is expected to encourage every human being to do something according to his conscience. Given the importance of character in building strong human resources, it is necessary to instill character properly. (Bridges, 2016)

As the times progress along with the flow of globalization, it has triggered the development of social phenomena such as juvenile delinquency in the form of mass brawls and various cases of moral decadence that are contrary to the norms of social life. It continues to spread to several major cities, to an unsettling level. Responding to social phenomena that are increasingly spreading their wings in human civilization, the important role of a character as the spearhead is applied in educational institutions.

The important role of formal education institutions is that they are officially managed by the state as an official forum for fostering generations so that they can shape one's personality through increasing the intensity and quality of education. In this case, school is an alternative to develop one's character. The establishment of schools is also to help teach good habits and instill good behavior or character in students. This situation will help people who are unable to instill this in their children at home.

One example of the character of discipline that needs to be applied in school. Through the teaching and learning process, students are processed to become better. Guided to always be disciplined in obeying school rules while being in the school environment. The expected target is for the practice of students' learning activities to be formed naturally, which in turn creates a feeling of pleasure to learn when and where a person is so that it affects the improvement of one's social relationships. The virtue of discipline can help form attitudes, behaviors, and the order of life that will lead a person to be successful in learning. (Okonofua et al., 2016)

The problem that often occurs is that education is often accused of failing to shape the character of students. Ignoring that the main elements in education, even as a driving force, are the principal, teachers, and staff. This school component is what determines the success of education. The main person in charge of developing human resources in schools is the principal who has the role of educator, manager, administrator, supervisor, leader, innovator, and motivator, according to Mulyasa (2016).

In fact, according to Bolden, (2011), the principal as a logical consequence of autonomous school management based on the principles of School-Based Management, has the authority to regulate the placement of teachers in which classes, lesson schedules, which classes are given or not in managing the national curriculum. School-Based Management has great potential in forming school principals, teachers, and educational system managers (administrators) who are professional.

Character development can be done through teaching programs of Religious Education, Citizenship Education (PPKn), and Indonesian Language. The very large role of Civics Education
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Teachers in the effort to foster student attitudes and behavior, one of which is discipline. Because Citizenship Education is a subject that focuses on forming citizens who understand and can carry out their rights and obligations to become smart, skilled, and character Indonesian citizens mandated by Pancasila and the 1945 Constitution (Permendiknas Number 22 of 2006). The purpose of Citizenship Education is to form a better (*citizen a good citizen*) and prepare for the future (Cholisin, 2004: 12). The existence of a good citizen cannot be separated from the character or character of the citizen, because to be a good citizen, a person must have good character or character as well. Therefore, Civics Education teachers must be able to instill, nurture and develop student behavior. This is because Civics Education teachers are required not only to provide material but also to be responsible for cultivating character.

1. Discussion

The Government's Responsibility in Education to Build the Character of the Nation

The state has guaranteed the implementation of education in the 1945 Constitution in article 31 concerning education. Article 31 of the 1945 Constitution reads as a result of the amendment: paragraph (1) Every citizen has the right to education; paragraph (2) Every citizen is obliged to attend basic education and the government is obliged to finance it; paragraph (3) The government shall endeavor and implement a national education system that enhances faith and devotion, as well as noble morals in the context of the intellectual life of the nation, which is regulated by law; and paragraph (4) The state prioritizes the education budget of at least 20 percent of the state revenue and expenditure budget as well as from the regional income and expenditure budget to meet the needs of the provision of national education. Also, the government advances science and technology by upholding religious values and national unity for the advancement of civilization and the welfare of mankind.

The government's efforts on the four items above are a form of state responsibility in building the character of the nation. Through education, all citizens must follow basic education. The learning system is applied by emphasizing the character development aspects of students. (Torney-Purta, 2017). National Education System Law No. 20 of 2003 article 1 point 1, education is: "conscious and planned efforts to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and good skills. needed himself, society, nation, and state. " National education aims: "to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are capable, creative, independent, and become democratic and responsible citizens of the State" (Law on National Education System No. 20 of 2003, article 3).

Characterless education will paralyze humans even though the world is controlled by technology. That is why character education is very important to be applied, especially in educational institutions. Character education is values that contain good characteristics (understanding the value of goodness, willing to do good, have a good life, and have a good impact on the environment) that are embedded in oneself and manifest in behavior. (Gallo, 2016). About education, character education can be interpreted as value education, character education, moral education, character education, which aims to develop students' abilities to make good and bad decisions, maintain goodness, realize and spread goodness in everyday life wholeheartedly. (Arthur, 2015).

Character education is based on basic human character, which comes from universal moral values (absolute) as the embodiment of religious values which are commonly known as *the golden rule*. (Carr & Harrison, 2015). Character education can have definite goals if it is based on the values of basic human character. According to psychologists, some of the basic character values are love for Allah and His creation (nature with its contents), responsibility, honesty, respect and courtesy, compassion, care, cooperation, confidence, creativity, hard work, abstinence. surrender, leadership justice, kindness, humility, tolerance, peace-loving, and love of unity. (Saniyah, 2018). The real purpose of character education when connected with the philosophy of the Republic of Indonesia is to develop the character of students to be able to realize the noble values of Pancasila.

The following is the function of character education, (Gufran, 2018):

- Development of basic potential, to be good-hearted, good-minded, and well-behaved
- Improving bad behavior and strengthening the good behavior
- Filtering of cultures that are not by the noble values of Pancasila. Then, the scope or target of character education is (Allen & Bull, 2018):
 - Education Unit
 - Family
 - Community

Strengthening Character Education, hereinafter abbreviated as PPKn, continues to be encouraged in the formal education system. As regulated in Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education. In Chapter 1 Article 1 paragraph 1 it is

explained that: "Strengthening Character Education, hereinafter abbreviated as PPKn, is an educational movement under the responsibility of an education unit to strengthen the character of students through harmonization of heart, feeling, thinking, and sports by involving and cooperation between educational units, families, and society as part of the National Movement for the Mental Revolution (GNRM) ".

Strengthening character education in education is a priority, to realize religion, honest, disciplined, tolerance, hard work, independence, creativity, democracy, curiosity, respect for achievement, national spirit, and the ideals of the country.

Based on Article 14 of Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education. It is necessary to stipulate Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units. As in chapter 1 of Article 1 paragraph 2, it is stipulated that: "Formal Education Units, hereinafter referred to as Schools, are education service groups that provide formal, structured and tiered education, consisting of kindergarten (TK), basic education units, and secondary education units organized by the central government, local governments and the community ".

THE ROLE OF SCHOOLS

- 1. The role of the school is carried out by the teacher, among others, is exemplified by the teacher in the PPKn field of Instilling Discipline Character in Students**

Discipline has been introduced to students since entering the school environment. Students are introduced to school rules and sanctions points that have been set and decided in the student personality book. Discipline in schools has not been fully implemented optimally. There are still some students who are not disciplined by violating school rules. Therefore, disciplinary enforcement is very appropriate and even tightened.

Through discipline enforcement as a strategy in building one's character. If discipline can be done repeatedly and continuously, then over time it will become a positive habit.

Efforts to instill discipline for students begin when they are in the family environment, especially parents, namely through the process of socializing norms and rules in the student's own family. Furthermore, when they enter formal educational institutions, namely schools, students are introduced and taught something new that has not been taught in the family. School is the second place of socialization after family, where children are exposed to habits and ways of living together that are broader in scope and some possibilities differ from habits and ways of life in their families so that they play a major role in shaping discipline in students.

Discipline will be manifested through coaching from an early age, from a young age, starting from the family environment through education that is embedded from a young age which is increasingly becoming one in itself with increasing age, so that in this case, education, especially in schools, discipline must be applied to the students, of course, with the process and method of implementation and continuous coaching that make students have discipline in the school environment and apply in the world of education. In this case, the teacher has an important role in shaping the discipline of students in school.

Citizenship Education Teachers play a very important role in the formation of good citizens. Because Pancasila and Citizenship Education (PPKn) teachers are required not only to provide material but also to be responsible for fostering the character and character of students. Permendiknas Number 22 of 2006, Citizenship Education is one of the subjects in schools that focuses its lessons on the formation of citizens who understand and can exercise their rights and obligations to become smart, skilled, and character Indonesian citizens mandated by Pancasila and the 1945 Constitution The purpose of Citizenship Education is to form a good citizen character, one of which includes student discipline. Therefore, Civics teachers play a role in instilling a disciplined character to direct and supervise students so that they are more disciplined and also lead to good behavior.

a. The natural exemplary behavior acting out

Teacher's a model in both discipline and role model. Therefore, every word or action will be emulated by students. Likewise with how the teacher provides a good example. Every teacher has always set a good example for students, both in terms of how to dress neatly, speak politely, and behave well in front of students. This exemplary aim so that students can behave and behave according to the rules. Exemplary from teachers, especially Civics Education teachers, is needed so that there are students who become role models in behaving and behaving in the discipline at school. Good discipline in school must be instilled and fostered in each student. Because someone's discipline can reflect a person's character. A good discipline attitude will not grow if the individual does not have a high awareness of obedience to a rule. One of the roles and functions that the teacher has is the ability to educate. This is by what Suparlan (2008: 25) states, teachers have a unified role and function that is inseparable, between the ability to educate, guide, teach, and train. As educators, teachers become role models who have morals and religions that should be imitated and imitated by students, because teachers are role models who should be imitated and imitated by novateurpublication.com

students. The attitudes and behavior of everyday teachers can be imitated by students, both inside and outside the classroom which is an educational tool that is expected to shape the personality of students in adulthood, one of which is the character of discipline. The above is in line with the opinion of Agus Wibowo (2012: 89) that example is the behavior, attitudes of teachers, and other education personnel in providing examples of good actions so that they are expected to become role models for students to imitate them.

Based on the explanation above, it can be concluded that the role of the teacher in providing an example is very important to foster discipline sensitivity in students. In this regard, PPKn teachers have provided good role models for their students in terms of behavior, how to dress, speak politely, and politely. Because the actions and actions are shown by a teacher often have a greater influence than words. So that the teacher's example and role model is very influential on the discipline of students. Reality shows that students are more likely to imitate what they see, compared to what they hear.

b. Giving Motivation to Students

Motivation by PPKn teachers is to provide understanding to students, the benefits and benefits that will be obtained if students are disciplined. Another way that PPKn teachers motivate students to be more disciplined is by providing penalties for those who are not disciplined or who violate school rules. This punishment is very important because it can provide encouragement and strength for students to obey and obey school rules. Without punishment, the drive for obedience and obedience to school rules can be weakened, and the motivation to live by the rules will also be weakened.

Another way that PPKn teachers do motivate is by giving *rewards* to students who have never committed a violation. *Rewards* are given to students in the form of praise and provide additional good grades. The *reward* is expected to motivate someone who often breaks the rules. Special attention is given by the teacher to students who always obey the applicable rules so that students who violate the rules will be motivated in themselves to be more disciplined.

Teachers motivate through encouragement to students to be enthusiastic and active in learning in the learning process. The teacher's role as a motivator is very important in educational interactions because it involves the essence of educational work, which requires social skills, regarding *performance* in personalization and self-socialization. To increase a high enthusiasm for learning, students need to obtain high motivation, both inner (intrinsic) and external (extrinsic), which mainly comes from their teachers (Suparlan, 2008: 29-32).

To protect the character of discipline in schools, some PPKn teachers have been motivated in the form of encouraging students to be disciplined. Discipline can occur because of encouragement from others. This is by the opinion of Tu'u (2004: 38), that discipline can occur because of the drive and awareness from within himself and some arise because of coercion and pressure from outside himself.

In this case, the PPKn teacher has motivated students in the form of encouragement to be more disciplined both inside and outside the classroom. so that it raises awareness in students to always obey the rules that apply in the school environment.

c. Delivery of Material in the Learning Process

Delivering material in the learning process, it is hoped that the teacher has a very important role when before entering the delivery of material, the teacher first holds apperception where this apperception aims to condition the class or it can be said to discipline students in the classroom so that learning will be as conducive as when The teacher entering the class still sees that there are students who are not neat in terms of dress and how to sit can be immediately reprimanded and when the teacher still sees the trash around the teacher, they should tell the students to pick up the trash and throw it directly into the trash.

In connection with instilling a character of discipline through the teaching-learning process, it does not directly enter the material, but the teacher must start with apperception where this apperception is one of the ways that the teacher instills a character of discipline, namely by encouraging students, because discipline can occur because of encouragement self-awareness within himself and some arise because of coercion and pressure that comes from outside himself (Tu'u, 2004: 38). When the learning process takes place, Civics teachers are required to play a role in instilling a disciplined character. This is because the teacher acts as a teacher where the teacher is expected to have extensive knowledge about scientific disciplines that must be able to be transferred to students (Suparlan, 2008: 25). Transferring knowledge about discipline to students can be done by teaching discipline. When the delivery of material takes place the teacher can direct and link learning material related to discipline, such as material about the norms that apply in society, wherein this material student are expected to be able to analyze and apply norms of both religion, morality, decency, and law and can emphasize regulations that apply in school. The delivery of this material is not only intended so that students understand and understand the material presented, but are obliged to apply it in everyday life both in the school environment and in the community.

Teachers have a big role, therefore, PPKn is a strategic subject related to character building, personality, and morals. students can become citizens who understand and can carry out the rights and obligations of each student. This is by Permendiknas Number 22 of 2006 concerning Citizenship Education which is a subject that focuses on the formation of citizens who understand and can exercise their rights and obligations to become smart, skilled, and character Indonesian citizens mandated by Pancasila and the 1945 Constitution.

Based on the above it can be concluded that the teacher in the learning process was instrumental in presenting the material to learners through the provision of understanding and explanation to students about the importance of the character of discipline in the learning process.

2. Civics Teachers' Efforts to Instill Discipline Characteristics is

needed by anyone, anywhere. This is because wherever they are, there are always rules or regulations as well as students are expected to be able to obey the rules or regulations that apply. Because discipline is a powerful tool in educating character (Furqon Hidayatullah, 2010: 45). Some of the teacher's efforts to build the character of students:

a. Extracurricular Activities

Instilling a disciplined character in students is not only done in the learning process in the classroom but can also be done outside of school through extracurricular activities. Extracurricular activities are additional activities carried out outside of school hours which are carried out either at school or outside of school to gain additional knowledge, skills, and insights and help to shape the character of students according to their respective interests and talents. The extracurricular activities that apply will require all students to be involved in participating.

One of the extracurricular activities that can support in instilling a disciplined character in students is scouting. The implementation of scout extracurricular activities requires students to arrive on time before scouting activities begin, then they must obey school regulations and finally are demanded and required to comply with and obey all the rules that have been made by the school. The value of discipline in scouting activities is applied through marching activities, how to dress by the regulations. It aims to train students' personalities so that the attitudes, behaviors, and patterns of life are good and disciplined that are formed through training. As (Tu'u, 2004: 66) states that an orderly, orderly, and obedient personality needs to be accustomed and trained.

Scout extracurricular activities can train and get used to obeying the rules that apply in scouting activities, for example: for students who do not arrive on time before the scouting activity starts, the coach or trainer will give sanctions such as *push-ups*, memorizing the basic principles of scouting, and scouting treaty. Through practice and habituation to obey the rules that will form a disciplined attitude in students. This is in line with the opinion expressed by Samani (2012: 121) that the character of discipline is the attitude and behavior that appears as a result of training or the habit of obeying rules, laws, or orders.

b. Habituation

Habits are also a relatively permanent and automatic process of forming attitudes and behaviors through a repetitive learning process either alone or together. The process of habituation consists of repetition, meaning that it is something that is done repeatedly and eventually becomes a habit. Habits must be applied in the daily lives of students, so that what is habituated, especially those related to good morals, will become a good personality.

The application of habits that teachers do every day at school can be applied in class or outside the classroom through positive activities such as being accustomed to lining up neatly before entering the class, praying before starting learning, and accustoming students to always follow literacy according to the specified schedule. Habituation to students is very important because the emergence of attitudes or characters is due to habituation factors. Therefore, students need to be accustomed to discipline from an early age because with discipline, a person will be accustomed to following, obeying the applicable rules and the habit gradually enters him (Tu'u, 2004: 66).

Therefore, it is better to get used to it than just to remind and habituation it must be continuous or continuous so that the attitude of discipline will be embedded in students. because with habituation it will become accustomed to behaving well without being supervised or without being forced to obey the applicable regulations. This is in line with the opinion expressed by Tu'u (2004: 48-49) that a person's discipline can be achieved and formed through practice and habits. This means that doing discipline repeatedly and getting used to the practice of daily life will form discipline in students.

c. Giving Sanctions Sanctions

The punishments at school must be adjusted to the violation, be consistent, educate, fair, and lead to the formation of conscience, and do not contain the humiliation and hostility that students will experience at school. Punishment must be considered so that it has a good purpose to

make students deterred or afraid to repeat their mistakes. This punishment is an effort to awaken, correct and correct wrongs so that people return to behavior by expectations (Tu'u, 2004: 48-49).

Good punishment is a punishment that can build students' character, shape morals, instill discipline values, as well as make students deterred from repeating their negative habits. This punishment is very important because it can provide encouragement and strength to obey and obey school rules. Without punishment, the drive for obedience and obedience to school rules can be weakened, and the motivation to live by the rules becomes weak.

Punishment or sanctions given by the teacher to students should be fair by the existing violations of the disciplinary rules of students that are educational aimed at improving student behavior towards goodness. Sanctions given to students who violate school rules are given several points according to the type of violation contained in the personality book, such as students who are accused of carrying make-up tools at school will be deducted by 15 points. In addition to the points, other sanctions that are given are in the form of warning and spontaneous such as students who are known to be late at school will be sanctioned spontaneously, where the teacher usually directs to sweep the teacher's room, clean the classroom, toilets, and clean the school environment. The existence of sanctions can provide a deterrent effect so that students always obey the rules at school. This is by the opinion of Shapiro (2001: 33) that if a regulation that has been declared is violated, either intentionally or because it is forced, respond immediately with the appropriate punishment. Be consistent in doing what you say you will do.

3. Conclusion

Strengthening character education in education is very important, to realize religion, honest, disciplined, tolerance, hard work, independence, creativity, democracy, curiosity, respect for achievement, national spirit, and the ideals of the country. Various regulations have been set by the government as a form of state responsibility in managing quality education. The implementation of education in schools, in terms of implementing character in the role of the teacher in instilling discipline in students in school, is to provide good examples to students, motivate students, and the teacher provides material through the delivery of material in the learning process related to discipline which aims to be applied to everyday life both in the school and in the community.

The efforts made by the teacher have been maximized through the PPKn teacher directing and reminding students to be active in participating in extracurricular activities, providing positive habits for students to always obey school rules related to discipline, as well as giving sanctions to students who are not disciplined or violate rules fairly and educationally which aims to provide a deterrent effect and direct student behavior towards goodness.

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