EDUCATIONAL ENVIRONMENT IN CHARACTER IMPLEMENTATION

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Abstract

The purpose of writing this article is to discuss the meaning and role of the educational environment in character education. The analytical method used in the discussion of the main topic uses a causal effectual analysis model by reviewing the rational relationship, which analyzes the causal relationship between the educational environment in character education and the main source of the literature review. The results of the discussion show that the educational environment has a major influence on character education. This article concludes that the implementation of character education needs to be supported by a good educational environment.

Keywords: Environment, Learning, Character Education

INTRODUCTION

Education is indeed considered important in the world, because in the world we need people who have education in order to build a developed country. But not only that, the character is also so prioritized because people in Jamai today not only see how high education or prestige they have achieved, but also for the personality of each person.

The educational process in schools can be said to be still many that are concerned with the cognitive aspect rather than the psychomotor, not a few teachers in each school who are just chasing it so that the formalities can be seen, without teaching how good ethical ethics must be carried out.

In a book on Multiple Intelligences, Daniel Goleman has explained that emotional and social intelligence in life is needed at 80%, while intellectual intelligence is only 20%. In this case, character education is needed to build a better and civilized life, not a life that is filled with barbaric behavior. So think about what experts are known as character education.

There are not a few pillars of character that must be instilled in the children of the nation's successors, namely honesty, indeed honesty is a very important thing and must be instilled in oneself and in the children of the nation's successors because honesty is the bull of all things, not only that but there are also pillars of character regarding justice, as can be seen so many injustices, especially in this country of Indonesia. Not only that, but also character pillars such as respect for their upperclassmen, and upperclassmen will also love their younger classmates, and also with classmates, mutual respect must exist in every student in order to create an educational world that is not crowded with fights.

Currently, there are many schools in Indonesia that have taught character education which is also a special subject in the school concerned. They have been taught how to go to their parents, teachers, and also the environment in their place.

Hopefully by implementing character education in schools, all the potential of children's intelligence will be based on character characters that can lead them to become people who have been expected to become the successors of the nation. Such as a country that is free from corruption, injustice, and other problems.

Not only that, but it is also a nation that is firm in its strong and civilized character. Although educating character is not as easy as turning the palm of your hand, therefore teach the nation's children character education from as early as possible.

METHODS

The analytical model used in the discussion of the main topic in this article uses an effective causal analysis model using a rational approach based on the results of literature review. The analytical model developed follows the pattern suggested by Ramdhani & Ramdhani (2014: 1-9) and Ramdhani, Ramdhani, & Amin (2014: 47-56).

The unit of analysis used to study each subject is carried out by reviewing the topic based on the defined limitations set and then discussed based on the environmental approach. In this context, the author uses the ecological approach as a science that studies the pattern of mutual relations between creatures in an ecosystem where they grow and develop. One of the core concepts in ecology is an ecosystem, which is an environmental system formed by the reciprocity between living things and their environment (Febriani, 2014: 46).

DISCUSSION

Character educator is a system of naming character values that includes willpower and action, to carry out these values, both towards God Almighty, oneself, fellow environment, family and nationality. The development of the nation's character can be done through a person's individual character. However, because humans live in a certain social and cultural environment, the development of a person's individual character can only be carried out in the social and cultural environment concerned, that is. The development of culture and character can be carried out in an educational process that does not separate from the social environment, community culture and the culture of the nation/Pancasila

Character is composed of three interconnected parts, namely: moral knowing, moral feeling, and moral behavior. A good character consists of knowing the good, desiring the good, and doing the good. In this case, it is necessary to get used to the habits of the mind, and habit of the action (Zubaedi, 2011: 13).

Character education or character education since the beginning of the emergence of education by experts is considered a inevitable thing. John Sewey, for example, in 1916 who said that it is common in educational theory that the formation of character is the general purpose of teaching and educating ethics in schools, then in 1918 in the United States (USA), the Commission on Secondary Education Reform shown by the National Education Association issued a historical

statement, namely the purpose of general education. The throwaway in history was later known in the ''Seven Main Principles of Education', among others
1. Health
2. Mastery of fundamental processes
3. Become a useful family member
4. Jobs
5. Nationality
6. Beneficial use of free time
7. Immoral character

The Essence of Character Education

The essence of character education has a higher meaning than moral education, because character education is not only concerned with the problem of right and wrong, but how to instill habits about good things in life, so that learners have high awareness, and understanding, as well as care and commitment to apply virtue in daily life. In the context of Islamic thought, character is related to faith and ikhsan (Mulyasa, 2013: 3)

Character education aims to improve the quality of educational processes and outcomes that lead to the education of the character and noble morals of learners in a complete, integrated, and balanced manner, in accordance with the competency standards of graduates in each educational unit. Through character education, learners are expected to be able to independently improve and use their knowledge, study, and internalize, as well as personalize character values and noble morals so that they are manifested in daily behavior (Mulyasa, 2013: 9).

Character education is an effort to build character that is influenced by the environment. This is in line with the statement of Samani & Hariyanto (2013: 43) which reveals that character as a basic value that builds a person's personality, is formed both by the influence of heredity and environmental influence, which distinguishes it from others, and is manifested in their attitudes and behaviors in daily life.

Basic Characteristics of Character Education

Everything has basic characteristics that can distinguish something from another. Foester (Muslih 2011:127) put forward four basic characteristics of character education
1. Internal order, where every action is measured based on a hierarchical value, value becomes the normative guideline of each action
2. Coherence gives courage, makes a person firm in principle, not easily swayed by new drifts or afraid of raesiko.
3. Autonomy, where a person internalizes from the outside to the values of each person
4. Steadfastness and loyalty, steadfastness is a person's endurance to want what is seen as good, and loyalty is the basis for the respect or commitment chosen

Character Education Strategy

The implementation strategy of character education can be pursued with various approaches, Amri, Jauhari, & Elisah (2011: 89-94) provide an explanation of the approach to the implementation of character education, namely:

Value instilling approach

The inculcation approach is an approach that focuses on instilling social values so that they can be internalized in students. Learning methods that can be used when applying value instilling in students include through example, linking positive and negative attitudes, simulation, role playing, social actions, and others

Cognitive development approach

The cognitive development approach views that learners are individuals who have cognitive potential that is and will continue to grow and develop. Therefore, through this approach, students are encouraged to get used to thinking actively about the moral issues that are present around them, where students are trained to learn to make moral decisions. In turn, it is hoped that the decisions he takes can train students to be responsible for the decisions they make.

Value clarification approach

The orientation of the value clarification approach is to provide emphasis on helping students examine their own feelings and actions, then gradually improve the ability of students to be aware of the values defined by the students themselves.

Approach to learning by doing

The characteristics of the learning approach are to emphasize the efforts of educators to facilitate by providing opportunities for students to perform moral deeds that are carried out individually or in groups.

Aushop (2014: 4-5) states that some of the approaches that can be taken to instill religious moral values are: A rational approach. Educators must be able to explain the aspects of the teachings of goodness in a logical-rational manner. Logical means clear cause and effect, while rational is intelligible and provable.

CONCLUSIONS

Education is a conscious process carried out for students to grow and develop physically and spiritually optimally to reach maturity. Discourse on education is always associated with character building efforts. On the other hand, character will be formed by various factors, and among them are principles, designs, strategies, and learning models that are influenced by the environment.

Learning is essentially an interaction between the individual and the environment. The environment provides stimulus to the individual and conversely the individual responds to the environment in the process of interaction, there can be changes in the individual in the form of behavior changes. It can also occur that individuals cause environmental changes, either positive or

negative. This shows that the function of the environment is an important factor in the teaching and learning process.

Everyone is expected to have different characteristics of different learning outcomes, because they experience the learning process in a different environment. Thus, it can be related that environmental dominance has a strong influence on character education.

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