



# iCONS 2017

2017 INTERNATIONAL CONFERENCE  
ON EDUCATION AND SCIENCE

## PROCEEDING

“CHARACTER DEVELOPMENT IN  
THE 21<sup>ST</sup> CENTURY EDUCATION”



**CONFERENCE DAY**  
**July, 20<sup>th</sup> 2017**

Universitas PGRI Yogyakarta



*Auditorium Universitas PGRI Yogyakarta*

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# Prosiding ICONS 2017 "CHARACTER DEVELOPMENT IN THE 21 CENTURY EDUCATION"

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SEMINAR INTERNASIONAL PENDIDIKAN DAN SAIN TAHUN 2017

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## REVIEWER

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2. Prof. Dr. Buchory, Rector of Universitas PGRI Yogyakarta
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Jl. Tanah Abang III No. 24 Jakarta 10160 Indonesia Email : pbpgri@pgri.or.id

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"CHARACTER DEVELOPMENT IN

## CHARACTER EDUCATION

Tarto

[parangbagoes@yahoo.co.id](mailto:parangbagoes@yahoo.co.id)

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**Key Words:**

education, character,  
national

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**ABSTRACT**

Character education is started by building and cultivating personal characters, consisting of the traits and values of patience, tolerance, great personality, ethicalness, forgivingness, care, politeness, humbleness, respectfulness, helpfulness. In addition, it concerns with the personality of having harmonious relationship with fellow man and showing religious trait as the reflection of human believing in One God. The nation characters constituting the traits and values, among others, are (1) patriotism (2) heroism, (3) nationalism (4) respect for (a) Red and White national flag, (b) national anthem and (5) commitment to: (a) *Pancasila*, (b) 1945 Constitution, and (c) *Bhineka Tunggal Ika*, (6) motivation to: (a) avoid instant gratification (b) avoid hedonism (c) avoid materialism (d) be visionary-oriented. The forms and tones of characters consist of: (1) dedication/selflessness reflected in the traits (a) patriotism, (b) nationalism, (c) heroism (d) dedication, (e) struggle; (2) loyalty: (a) respect for Red and White national flag, (b) national anthem and (c) commitment to: *Bhineka Tunggal Ika*; (3) social life (a) tolerance, (b) respect for others, (c) care, (d) forgivingness, (e) harmony, (f) humbleness, (g) helpfulness, etc.; (4) the foundation of nation and state life, i.e. (a) *Pancasila* and (b) 1945 Constitution. Character Education is built based on personal and national characters through formal and non formal education and or workshop with the ultimate goal to create people having characters of: (1) commitment to the Unitary State of Republic of Indonesia, *Pancasila*, 1945 Constitution, and *Bhineka Tunggal Ika*. (2) awareness in the nation and state of Republic of Indonesia, (3) patriotism, (4) nationalism, (5) heroism, (6) initiative, (7) creativity, (8) innovativeness, (9) having spirit to be ever onward, (10) having spirit to work perfectly. Evaluation and revitalization is conducted on the follow-up of character education. Evaluation concerns with the reflection on the personal and national characters. While revitalization is performed through formal and or non-formal education

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### INTRODUCTION

Recently Indonesia has undergone spectacular changing leap in education, i.e. the adoption of 2013 Curriculum, which is competence-based and its process involve attitude development, skill training, science cultivation. However, the degraded

character culture of individual may trigger a moral crisis. The crisis that is not immediately handled may influence individual character, particularly young generation. The moral crisis raises may be identified from the increasing security instability and increasing violence that

## Keynote Speakers



**Prof. Dr. Ravik Karsidi**  
(Rector of UNS Surakarta)



**Prof. Ibrahim Ahmad Bajunid**  
(President of Malaysian Association  
for Education)

## Speakers

**Hj. Abd Rahman Bin Hj. Nawi**  
(Department of Curriculum  
Development Ministry of  
Education Brunei Darussalam)

**Dr. Unifah Rusyidi, M.Pd.**  
(State University of Jakarta  
President of National Board PGRI)

**Dr. Hirman Mohamed  
Khamis**  
(Nanyang Technological University  
Singapore)

**Dato' Hj. Muhamad Sabri bin  
Mohd. Anas**  
(Universiti Kebangsaan ST. Thomas,  
Kuala Lumpur, Malaysia)

**Dr. Derek Ponsima**  
(The Former President of Teacher Council  
of Thailand)

**Dr. Gatot Hari Priowijanto**  
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## Contribution

Speakers IDR 500.000  
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## Contact

[icons2017@pgri.or.id](mailto:icons2017@pgri.or.id)

[icons2017@pgri.or.id](mailto:icons2017@pgri.or.id)

Levy Sagita (+6291804003652)  
Marti Widyia Sari (+6287758307978)  
Roslinda (+6281518227272)  
Alesandra (+6281218406937)  
YB. Yurafman (+629186872488)  
Agnes Sutiana (+6281228006028)

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## CHARACTER EDUCATION

Tarto

[parangbagoes@yahoo.co.id](mailto:parangbagoes@yahoo.co.id)

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### INTRODUCTION

Recently Indonesia has undergone spectacular changing leap in education, i.e. the adoption of 2013 Curriculum, which is competence-based and its process involve attitude development, skill training, science cultivation. However, the degraded

character culture of individual may trigger a moral crisis. The crisis that is not immediately handled may influence individual character, particularly young generation. The moral crisis raises may be identified from the increasing security instability and increasing violence that

young people treat on other young people and other actions, such as dishonesty to parent and peers, disobedience against parent, and recalcitrance. Hence, character education is considered as more important to solve problems found in the community. In social, national and state life, character education serves to fight against negative issues. These unsound issues lead to social unrest and may disturb harmonious life of the nation and state. It is better that character education is not taught at school only since character is learned from year to year and it is tested everyday. This even sharpens the character of individuals since the life of individual starts from his or her birthday to adulthood and nobody can live from the role of the family. Hence, education given in his or her family serves as the main drive in developing children's character. While, the other are acquired from external circle of the family through formal education at school, including the non formal in the community. Therefore, the integrated result of the 3(three) education centers, i.e. education in family, education in community and formal education may create young generation with its sound personal and national characters.

Personal character consisting of the traits and values of (1)patience, (2)tolerance, (3)great personality, (4)ethicalness, (5)forgivingness, (6)care, (7)politeness, (8)humbleness, (9)respectfulness, (10) helpfulness. And the nation characters constituting the traits and values, among others, are (1) patriotism (2) heroism, (3) nationalism (4) respect for (a) Red and White national flag, (b) national anthem and (5) commitment to: (a) *Pancasila*, (b) 1945 Constitution, and (c) *Bhineka Tunggal Ika*, (6) motivation to: (a) avoid instant gratification (b) avoid hedonism (c) avoid materialism (d) be visionary-oriented.

In the life, man undergoes horizontal, i.e. related to fellowman that in Islam term is called as *hablumminanas* which is harmonious, in

addition to horizontal one, man also performs vertical relationship, i.e. man builds relationship his or her God and in Islam term it is called as *hablum minalloh*, which is religious reflection, i.e. man's piety to God as the One. Man that builds relationship with fellow man and man that is pious and obedient to perform God's law and stays away from His prohibition, may make him or her to be civilized.

In terms of the option whether the nation character will be maintained or left, the option concerns with effort of maintaining the national character in which recently the degradation Nationalism indicated by numerous robberies, murders, rapes, street fighting among youth gangs and villages and so on.

Hitherto, the form and tone of fcharacter consist of four points as the following:

(1) dedication/selflessness, that is recently contradictive with materialism, containing traits, i.e. (a) patriotism to sacrifice for others, (b) nationalism to love mother land, (c) heroism (d) dedication, (e) struggle without expecting reward, and so on; (2) loyalty to (a) *Indonesia Raya* national anthem, (b) *Bhineka Tunggal Ika*, (c) Red White Flag, etc; (3) Social life consists of: (a) tolerance, (b) respect for others,(c) care, (d) forgiving, (e) pillar, (f)humble, (g) helpful and so on; (4)Foundation of state life: (a) *Pancasila* and (b) 1945 Constitution.

Sustainable Character Education should be conducted through the following things: *firstly*, evaluation, i.e. by performing reflection on traits and values containing in the personal, national, and state characters,and *secondly*, revitalization by carrying out formal education, education in the family, education in the community, considering “ Object Study”.

Habits that frequently found and detected in implementing character education concern with (a) Top down phenomenon, i.e. the habit usually related to the implementation and behavior of

character are driven by the superior or higher level officer, and (b) Bottom up phenomenon, i.e. individuals really present personal and national character in daily life with no direction or guidance of the superior.

## DISCUSSION

Character building is performed through education since it has various functions as instrument to transfer science, to develop characters, to train skill training, to improve work, to sharpen brain, to develop investment, to cultivate values and morality, to develop national awareness, to improve social, individual or collective status, to reveal the secret of nature, human being and the like (Ngainun Naim and Achmad Sauqi, 208:27). According to N Drijarkara, education is a fundamental action in the form of interpersonal communication and within the communication, the humanization process of young human being in terms of humanization process (a process to create individuals to be human beings), and humanization (a process to develop humanity of human being). Therefore, education should be able to help man to know and to have will to act as human being. Ki Hadjar Dewantara states that the formulation of essence on education as collective effort together with parents for children in order to support their life progress in terms of improving the growth of spiritual and physical strength available in children (Ki Hadjar Dewantara, 2004)

In the sense that the definition on education has a meeting point in the aspect leading to the process to grow and to humanize human being, hence in developing personal character, it is accurate to cultivate and implement it through education in the school and in family, and in the community, and through workshops with instruction material consisting of : (a) *Sumpah Pemuda*, (b) *Pancasila*, (c) 1945 Constitution, and (d) *Bhineka Tunggal Ika* and (e) awareness in the life of nation and state of the Republic

of Indonesia, and (f) the history of Indonesian struggle.

Cultivating Character Education through education in the school is conducted in integration way with curriculum by inserting it within each learning instruction.

Cultivating Character Education through education in the family where parents have started to carry out education since a child in the womb of his or her mother, and after born, the child grow to be teenager and adult and so on. In addition to educate, parent also control the relationship of the child to prevent the isms contradictive with the traits and values of personal and national character; e.g. the radicalism against the values of *Pancasila* and the religions.

Cultivating Character Education through education in the community is performed through youth organization groups, religious and social organizations. The advance of information technology is useful to facilitate social activity. However, the community can also access various information from the various positive and negative activities from abroad and domestic including information on radicalism and intolerance. The frequent attitudes to blame other groups with different political perspectives, differences in tribes and religions, where such a condition may threaten the unity of Indonesia and it is inconsistent to *Pancasila* and *Bhineka Tunggal Ika*. In addition to supervise children to prevent the infiltration of isms against *Pancasila*, namely more prioritizing spirits of togetherness, cooperatives, harmony and *gotong royong*.

Character Education aims to cultivate, create, improve, and strengthen human character expected to have:

(a) piety to God as the One, (b) commitment to the Unitary State of Republic of Indonesia, (c) commitment and faithful to *Pancasila*, (d) commitment and faithful to 1945 Constitution, and (e) commitment and faithful to *Bhineka*

*Tunggal Ika*, (f) spirit to love Indonesian people, (g) patriotism, (h) nationalism, (i) heroism, (j) initiative in social life, (k) creative in developing characters, (l) innovative in creating characters, (m) having spirit to be ever onward, (n) having spirit to work perfectly.

When it is required to build character, it is necessary to perform (a) character redefinition on character; how important to redefine character according to challenges and the advances in nature and age, (b) character revitalization; how important to bring back Character Education, and (c) character reactualization; it is performed to the situation to encounter and it is also adjusted to the challenges and advances of nature and ages.

#### CLOSING

Character Education is a process in creating, improving and strengthening both personal and national character as well. What happens, if no Character Education is conducted through education in the family, formal education, and education in the community, that is able to cultivate character values. Of course, there will be a

lot of humanbeings to become criminals, thugs, intolerant people, arrogant, and to have no commitment to social life in the life of Indonesian nation within the Unitary State of Republic of Indonesia.

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