

IMPLEMENTATION OF CHARACTER EDUCATION AT SCHOOL

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ABSTRACT

The purpose of this study was to determine the implementation of character education in schools. It is said that character education is not new, scientific studies on its effectiveness have only been applied sporadically for the last thirty-five years. Therefore, most of the application of character education is not motivated by a scientific basis. This article introduces a scientific perspective on character education and summarizes the basic research examining the student impact of school-based character education. This article uses the literature study method. Sources from previous articles related to the purpose of this study. There are 5 sources of journal articles that are used as *literature reviews*. Research results explaining the relationship between character education and academic achievement should include greater representation of schools in the average and below average achievement categories. In particular analysis, a study of the extent to which character education is implemented in schools that may have test scores under the spectrum, but never less than expected by their socio-economic characteristics, would be an important contribution to our understanding of the relationship between character education and academic achievement. Researchers recommend the need for more in-depth research on character education in early childhood education, before entering elementary school so that moral values are instilled from an early age. So that in the future character education will be presented starting from education at the PAUD level.

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1. INTRODUCTION

Character education is nothing new. In fact we may be able to go back at least to Socrates. Socrates one of the world's most influential philosophers. This Greek philosopher became an important figure in the Western philosophical tradition, That in the United States, it began with the founding of the colonies (and possibly farther there in Native American culture). But character education has historically been a practice and not a science (Berkowitz, 2002; Greer & Kohl, 1995; Haynes, 1994). In the last thirty- five years, contemporary researchers have turned their expertise and attention to character education. The notion that someone is a "character" if they act out of the ordinary. Also often say "character", but sometimes the character is "good" or "bad". It is unlikely that schools proposing character education initiatives are interested in producing "character groups" or promoting them (Berkowitz & Bier., 2004).

According to Howard et al. (2004), Brooks (1996), and Coles (1986), Since the beginning of public schools in the United States until recently, character education has existed in classrooms and schools, although

the preferred label for it has shifted over and over again. time. At first, character education was an explicit educational goal. Today, character education continues to work and in many ways continues to evolve despite various pressures, especially the standards-based contemporary public school environment. The standards movement, with its emphasis on test scores as the primary means of accountability, has led to a narrowing of the curriculum to one that is more easily measured on high-stakes exams. This is not the most fertile environment for character education. However, grappling with ethical issues and fundamental concerns with students' social, moral and emotional growth is part of the human condition and will not disappear with the emergence of a new paradigm of schooling.

Glanzer (2000), Glazer (1996), Nucci (1985), Murphy (2002), and Harrington et al. (2001), tells us that we and the primary economic beings we feel value can be found within us for material gain. Goodness is inherent in productivity, efficiency, and organization; crime in inefficiency and laziness. Like any self-respecting god, this one withholds his good from those who are evil and bestows it on those who are good. The story goes on to tell that America is based not on culture but on the economy, and that any country has high standards of achievement. Because this narrative has a vision about human beings, virtues, vices, and the purpose of life, this narrative also has implications for how we should view education.

Lee & Loeb (2000), McClellan (1992), Bennett (1993), and Benninga (Benninga, 1991), emphasized that in this article there are two different and non-overlapping collections of literature: writings on school size and teacher work. Unfortunately, the main focus of this study, namely school size, is supported by a body of research that targets almost entirely secondary schools. In addition, empirical research on school size has generally looked at its effect on students. In examining how size affects teachers as well as students, another body of relevant research has focused on the work of teachers (again, mostly in secondary schools). The thread we combined with these two collections of literature focused on the organizational features of schools. Although the specialization and efficiency arguments are most relevant for secondary schools, in reality they may apply to all schools.

Another opinion was expressed by Benninga et al. (2006) and Harrington et al. (2001), The growth of character education programs in the United States coincided with an increase in the stakes for achievement the *The No Child Left Behind Act* requires schools to contribute not only to students' academic achievements but also to their character. Both the federal government and the National Education Association (NEA) agree that schools have this dual responsibility. In a statement introducing the new U.S. Department of Education character education website, "Unfortunately, we live in a culture without role models, where millions of students are taught the wrong grades or no grades at all. This callous culture has led to a staggering achievement gap", poor health status, overweight students, crime, violence, teenage pregnancy, and tobacco and alcohol abuse. Good character is the product of good judgments made every day. We must make a clear commitment to formal character education. We must integrate character education into the curriculum structure and into extracurricular activities (Benninga, 1991; Berkowitz, 2002; Coles, 1986; Glanzer, 2000; Nucci, 1985). We must train teachers in both pre-service and in-service character education. And we must consciously start creating a moral climate in our schools. Despite the apparent national interest in character education, many schools are suspicious of engaging in incremental initiatives that, while worthy, could undermine what they see as their basic education.

2. RESEARCH METHOD

This article uses the literature study method. Sources from previous articles related to the purpose of this study. There are 5 sources of journal articles that are used as literature reviews. The source of the study is carried out by collecting bibliographical data, reading and taking notes, and managing study materials with the aim of disclosing various theories related to the problems faced or researched.

3. RESULT AND DISCUSSION

3.1. Result

Character education is an effective means of enhancing the social/moral/emotional development and academic achievement of students. Character education is basically part of education. character education is complemented by teaching fields and schools. This is not a matter of whether or not it is necessary to carry out character education, but it is not a matter of how aware and with what method. Sand politics will shift and create a different context. perspective and moral education come from Christian stories, especially Protestant.

Christian dramas provide scripts and heroes that children are expected to emulate. One of the main textbooks used to teach children during the 1700s. The growth of religious pluralism in America and the development of 'non-sectarian' public education have gradually undermined the dominance of Christian narratives in moral education.

The combined findings that (a) school size is strongly associated with teachers' attitudes about collective responsibility, (b) average collective responsibility is related to student learning, and (c) school size is associated with learning lead us to the conclusion that size has no effect. directly on learning, through the attitude of the teacher.

A well-structured character education program can and should coexist with a strong academic program. It is not surprising that students need schools that are physically and psychologically safe, run by teachers who exemplify professionalism and caring behavior and ask students to show concern for others. That students attending such schools achieve academic excellence is also plausible. It is in this dual-emphasis school that adults understand their role in preparing for future citizenship in a democratic and diverse society. The behavior and attitude they exemplify conveys an important message to the younger generation they are responsible for.

3.2. Discussion

Character education becomes very important in human life. When one examines successful character education initiatives, it is also clear that (1) character education is good education and (2) character education comes in many forms. Some of these forms are effective and others are not; However, there are many different forms of character education that work. However, it is important to examine the characteristics of effective character education to identify the "active ingredients" that make it successful. This article attempts to highlight some of these ingredients: a comprehensive and multifaceted approach; approach. that targets and successfully promotes student bonding to schools; committed and informed school leadership; integrating character education and academic education; integrating character education and prevention education; adequate and appropriate staff development; hands-on teaching of relevant personal and social skills; parent involvement; and student reflection on and grappling with moral issues; good adult character modeling.

Character education is basically part of education. The emphasis has fluctuated throughout the history of public education in the United States. It's tempting to end this chapter with an emotional call to character education "now, more than ever" and provide a list of pressing issues and dilemmas; we conclude, however, on a determined note. As noted by many educators Berkowitz (2002), character education comes with the realm of teaching and schooling. This is not a matter of whether or not it is necessary to carry out character education, but it is not a matter of how aware and with what method. Sand politics will shift and create a different context. Despite these changes, character education will continue and character educators will continue to grapple with questions about how to be our best ethical selves and how best to help students know, care, and do the right thing. Political pressure can support or frustrate the implementation of effective character education.

As noted above, throughout early American history, two main narratives clearly influenced education. In the 18th and early 19th centuries, perspectives and moral education came from Christian stories, especially Protestant ones. Christian dramas provide scripts and heroes that children are expected to emulate. One of the main textbooks used to teach children during the 1700s. The growth of religious pluralism in America and the development of 'non-sectarian' public education have gradually undermined the dominance of Christian narratives in moral education. For example, in the 1880s McGuffey's publishers removed much of theological content in order to reach audiences. At the turn of the century, this story had almost disappeared from textbooks (Westerhoff, 1978). At the same time, the plausibility of Christian storytelling as an ethical basis came under increasing attack in the late nineteenth century from secular thinkers (Nord, 1995). As a result, a growing understanding of philosophical and popular morality relies on secular narratives (Macintyre, 1981).

Based on the results of the complete HLM model, it shows that school size has a direct and indirect effect on student learning outcomes. The combined findings that (a) school size is highly related to teachers' attitudes about collective responsibility, (b) mean collective responsibility is related to student learning, and (c) school size is related to learning leads us to conclude that size has no effect. directly on learning, through the attitude of the teacher. However, the magnitude of the indirect effect is small: ES = -.10 SD for small schools versus secondary schools; ES = -.14 SD for small versus large schools. The direct effect on learning is shown by the effect of school size in Table 6 (ES = -.54 SD for small vs. medium schools; -.31 SD for small vs. large schools). This resulted in a total effect of favouring small schools in learning mathematics of 0.64 SD compared to middle schools, and 0.45 SD compared to large schools. The results of teacher and student

analyses at Chicago's K-8 schools were consistent: smaller schools were preferred.

The explanation above confirms that a well-structured character education program can and must co-exist with a strong academic program. It is not surprising that students need schools that are physically and psychologically safe, run by teachers who exemplify professionalism and caring behaviour and ask students to show concern for others. That students attending such schools achieve academic excellence is also plausible. It is in this dual-emphasis school that adults understand their role in preparing for future citizenship in a democratic and diverse society. The behaviour and attitude they exemplify convey an important message to the younger generation they are responsible for. Future research on the relationship between character education and achievement should include a greater representation of schools in average and below-average achievement categories. In particular, a study of the extent to which character education is implemented in schools that may have test scores below the spectrum – but never less than would be expected given their socioeconomic characteristics – would be an important contribution. for our understanding of the relationship between character education and academic achievement. While this is our initial attempt to explore the relationship between these two important school goals, we learn a great deal about good character education curricula in academically strong schools.

4. CONCLUSION

Future research on the relationship between character education and achievement should include a greater representation of schools in average and below-average achievement categories. In particular, a study of the extent to which character education is implemented in schools that may have test scores below the spectrum—but never less than would be expected by their socio-economic characteristics, would be an important contribution. for our understanding of the relationship between character education and academic achievement. While this is our initial attempt to explore the relationship between these two important school goals, we learn a great deal about good character education curricula in academically strong schools. More in-depth research is needed from an early age so that moral values can be instilled from an early age.

A suggestion that can be given to future researchers is that future research on the relationship between character education and achievement should include a greater representation of schools in the average and below-average achievement categories. In particular, a study of the extent to which character education is implemented in schools that may have test scores below the spectrum – but never less than expected by their socioeconomic characteristics, will be an important contribution. In general, character education is indispensable in improving academic achievement, so that school representation can be categorized as average or below average.

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