

Education as The Process of Building The Character and Intelligent Generation of The Nations

Arie Supriati
*Pancasila and Civic Education
 Department
 Faculty of Social Science
 Universitas Negeri Manado
 Tondano, Indonesia
 ariesupriati@unima.ac.id*

Theodorus Pangalila
*Pancasila and Civic Education
 Department
 Faculty of Social Science
 Universitas Negeri Manado
 Tondano, Indonesia
 theopangalila@unima.ac.id*

Mardan Umar
*Pancasila and Civic Education
 Department
 Faculty of Social Science
 Universitas Negeri Manado
 Tondano, Indonesia
 mardanumar@unima.ac.id*

Abstract—This study aims to find out how far the education has become the process of developing the generation of the nation with intelligence and character. Education must keep on being developed and always faced to the shifting of era. Therefore, education must be designed following the rhythm of the change itself, to fulfill the need of multicultural community in the era where the sophistication of technology is put forth. This research applies qualitative descriptive approach by using literature review method, interview and observation over Vocational High School teachers in Airmadidi Regency, North Minahasa. Research finding shows that education as the process of developing the intelligent and generation of the nation with character. The facts showed that education does need improvement as the process of developing the intelligent and character of generation of the nation.

Keywords— *Education, Generation of the Nation, Character.*

I. INTRODUCTION

Education is required in preparing nations with intelligence and character. For education is the best medium in preparing the young generation to support their roles in the future. The process, function, and the goal of educational institutions. In interpreting the education, the role of parents is necessarily needed to educate children in such intentional and detailed way. There are challenges that Indonesia has to deal with nowadays namely consumerism habit, the lacking of solidarity, intolerance and radicalism. With regards to the personality development, it cannot be separated from how we develop up the character of human resources. Developing human resources character becomes vital and there is no other option to establish a new Indonesia, which is the Indonesia that will be able withstanding the regional and global challenge. What meant by the regional and global challenge are how young generation do not only cultivate cognitive intelligence, but also affective aspect as well as a touch of morality. Hence, character education is crucially needed in order to have human cultivated by the moral value integrity so that children may know how to respect each other, know what honesty is, and care of the environment.

II. RESEARCH METHODS

This study was conducted in a Public Vocational High School at Airmadidi Sub-District of North Minahasa regency where found 41 permanent teachers and 7 non-permanent teachers. Descriptive qualitative method was applied with literature review, interview and observation over the teachers of the Airmadidi Vocational High School, North Minahasa regency.

III. RESULTS AND DISCUSSION

Airmadidi Public Vocational High School consists of 1.124 male students: 648 female students: 476 with 9 competencies: 1. Accounting, 2. Banking, 3. Light Automotive Vehicle, 4. Motor Vehicle Engineering, 5. Electrical Engineering 6. Pharmacy, 7. Computer Network Engineering 8. Fashion and 9. Culinary.

Vision: Developing a school character, has the insight of preservation and protection of the environment as well as bringing out professional graduates.

Mission: "First of, to get the students prepared with knowledge and independent professional skill. Second, to develop the implementation of environment-based school. Third, to maintain good partnership with the stakeholders for the elaboration and increase in terms of the quality of the school and the graduates. Fourth, to implement the integrated education of environment in learning process. Fifth, to implement the culture of school insight on preservation and protection of the environment."

1. The Education Process.

There are varied definitions of education stated by numbers of education experts. Rerfence [1], stated that "Education is basically the attempt to humanize human". In this context, education could not be interpreted as merely contributing in physical development instead of the whole development of a human in the context wherein civilized environment existed.

Meanwhile, according to [2], "Education is a process that grows, develops, matures, organizes and directs". Education also meant the developmental process of varied human potential to develop well and beneficial towards himself as well as his environment.

Indonesia has great chance to become an advanced country in which found justice, sovereignty, prosperity, and value. In order to bring it into reality though, it required the increase of human resource and revitalization of the strong character of the nation. One of the aspects that can be executed to prepare strong character of the nation is through education [3], [4].

Education is the systematic effort in the process of guiding and learning for the individual to developing and growing into a generation of the nation that is independent, responsible, creative, cultivated with knowledge, health and valued either from the physical or spiritual aspect [5]. Indonesia as a nation must always increase the quality of the education that can bring into reality the education concept such as cultivation, training and human resource empowerment continually and equally.

The availability of the human resource with character has become a vital need. It is undertaken to prepare global challenge and competitiveness, although we often find issues that opposite the reflection of our education namely student's brawl, early-aged marriage by promiscuity, drugs consumption et cetera.

2. The Character Education.

The definition of character according to the Ministry of National Education (2013:3) "Character is a nature, habit, moral or someone's personality formed by the varied virtue internalization that is grateful for and adored as the foundation to perceive, to think, to behave, and to take action".

Meanwhile, [6] argued that the appropriate education system to result the quality of positive character of community is harmony that places the subject as person and member of community that needed to be assisted and supported to have effective habits, the combination of knowledge, skill and will.

Reference [7] stated, "Character refers to a series of behavior, motivation, and skills that cover the willingness to do the best things". Reference [6] defined character education as "an effort to educate children so that they will be able to wisely make decision and to apply them daily, so that they will be able to contribute positively to the environment."

From the exposure above, it could be seen that the definition of character was more or less similar to the moral and ethics which also was habit with value, believed by one and as properly experienced in relation to social purpose.

Reference [8] put forth, "A human who owns character is an individual who uses the whole self-potential that covers thought, conscience and action as optimal as possible to establish public prosperity".

Character education could also be defined as everything that was done by the teacher; that affected students' character. Teacher assisted in developing students' nature. This thing covered the teacher's role modeling; how teacher behaved, spoke or delivered the material, took action with regards to tolerance and other related things.

Character education is the efforts, designed and executed systematically to assist students in understanding human's values that are related to The One Almighty God, himself, to other humans, the environment and the nationality actualized in thought, attitude, feeling, words and action according to values of religion, law, ethics, culture and traditions.

. Character education also taught the way of thinking and behaving that would help individuals to live and to work alongside as family, community and citizen, and to help them in making accountable decision. On the other word, character education educated children to think smart; to naturally activate hypothalamus. Speaking of personality development, it cannot be separated from how we build human resources character [9]. The development of human resources character became vital and there was no other option to establish a new Indonesia; the Indonesia that will be able to withstand the regional and global challenge. What meant by the regional and global challenges is how young generation who does not only have cognitive intelligence, but also affective aspect as well as a touch of morality. Hence, character education is crucially needed in order to have human cultivated by the moral value integrity so that children may know how to respect each other, know what honesty is all about, and care of the environment.

Reference [10] explained some reasons over the need of character education, as follows:

The number of young generations who hurt each other for the lacking of awareness over moral values,

The passing on of the moral values to the young generation was one of the main functions of the civilization

The role of school as character educator became more important when there found many children having less of moral value teachings from parents, society or religious institution.

There were still moral values which universally accepted as attention, belief, respect and responsibility.

Commitment for character education was considered important whenever we wanted to or we kept being good teacher.

The effective education of character made the school more civilized, care of the community and based on the increase of academic performance.

It can be said that character education is the planned effort to assist people to understand, to care and to act upon moral/ethical values. Character education teaches about the habit of thinking and taking action to help people alive and work alongside as family, friend, neighbor, community and nation.

3. The Character Development.

Human resource is the most important asset to develop a better and more advanced country. To reach that goal however, our human resources must have character or possessed its own character. A strong character has the quality of distinguished mental capacity from other persons such as trustworthiness, sincerity, honesty, courage, firmness, obstinacy, strength in holding onto the principle, and other characteristics that stick to himself.

In detail, it was cited some concepts about the people of Indonesia that owned the character and stuck with nationalism. The traits of the strong character of human resource covered (1) religious, contributive and tolerant; (2) moderate, which was not having radical lifestyle and reflected in personality which stood between individual and social, material-oriented and religious as well as living and working alongside in complexity; (3) smart, which was having rational, love-

knowledge, inclusive and forward-thinking lifestyle and personality; and (4) independent, which was having a free, high-discipline, economical, time-valuing, tough, entrepreneurial, hard-working and possessing the love to the nation without losing the orientation over universal humanity values and intercultural relationship between nations.

Refence [11] explained some reasons over the need of character education, namely:

The number of young generations who hurt each other for the lacking of awareness over moral values.

The passing on of the moral values to the young generation was one of the main functions of the civilization

The role of school as character educator became more important when there found many children having less of moral value teachings from parents, society or religious institution.

There were still moral values which universally accepted as attention, belief, respect and responsibility.

Democracy has special need on moral education for democracy is regulation from, to and by the community.

There was nothing as free-value education. School taught about free-value through a designed or non-designed form.

Commitment for character education was considered important whenever we wanted to or we kept being good teacher, and

The effective education of character made the school more cultivated, care of the community and based on the increase of academic performance.

The reasons above showed that character education is considered important to be cultivated as soon as possible to anticipate the issue that may emerge in the future in a more complex form such as the decrease of children's attention and care towards the environment, irresponsible, low self-esteem and others. In further, refence [12] started up point of view that character education was a planned effort to assist people in order to understand care and act upon moral/ethical values. Character education taught about the habit of thinking and taking action to help people alive and work alongside as family, friend, neighbor, community and nation.

This overview illustrated that the education process in formal education, should teach the students or children to be able to take care of each other and to help with solidarity without discrimination for it was based on moral and friendship values. It is clear here that the role of educator and model is so helping in developing the character of the nation.

4. The Implementation of Character Education at Airmadidi I Public Vocational High School.

In the implementation of character education, we implied profound considerations in concrete education while expecting that the children as the educated generation of the nation that also have character, then, we needed to improve the attitudes that can improve positive character such as not-discipline attitude, careless towards the law, thinking only at the superficial level of understanding, preferring instant and easy process, cruel and fanatical.

The expected personalities were integer, social and competent. To have these personalities, someone ought to own four fundamental attitudes:

- a. Honesty: Attitude of unwilling to lie and to deceive, which is the attitude of someone who dares to be present as realistic as possible, as well as saying what he means. Honesty is the bondage of the heart to the truth.
- b. Justice: spontaneous feeling, rooted in the heart that someone will treat others equally, that someone will not take action in injustice, followed by rage and rejection towards injustice in his environment.
- c. Responsibility: responsible to what is done either to himself or to others, always wanting to create good quality thing, as well as the availability to be accountable towards what is done.
- d. Courage: courage to struggle for what he believes in.

In the implementation of education, character is the main activity of character education. The implementation of character education at SMK N 1 Airmadidi is undertaken through four integrated programs. *First*, integrating the content of character education that had already been formulated into all subjects. Second, integrating character education into daily activity at the school. *Third*, integrating character education into programmed or planned activity such as discussion and role model method. *Fourth*, maintaining communication of cooperation between school and the parents. Teacher exemplary, behavior and attitude as educator are expected to be the role model.

SMK N 1 Airmadidi has implemented the learning process based on those four main points. Teachers act as role model in attitude and behavior of how an intelligent and person with character by improving: dynamic attitude rather than reactive ones, active rather than passive, inclusive rather than suspicious and exclusive, rational (able to act based on reasoning, not by prejudice and emotion) and critical yet not emerging public uproar. Special attention has to be given for the emotional maturity: the ability to overcome frustration, to deal with conflict in reasonable way, social sensitivity and empathy, the ability to have a good and right self-control in plurality.

IV. CONCLUSION

Education is the best instrument to establish new generations which are smart and possesses their own characters. The learning in SMKN Airmadidi, North Minahasa Regency, had put effort to do the best thing with expectation of being independent and not losing its nature as well as being itself in thinking smartly and intellectually in the on-going education process. Do not be left their education behind. Character building of a strong nation to face greater global challenge through formal education, must maintain good synergy with the teachers, parents and the society. Thus, the role of educator was seen as vital in education will turn the generation of this nation smart and own their own character. By that, students or the human resources of Indonesia's next generation would become religious, moderate, smart and independent according to the goal of national education as well as the nature of Indonesia.

ACKNOWLEDGMENT

Special thanks to Dean of Social Science Faculty Manado State University.

REFERENCES

- [1] M. A. Ramdhani, 'Lingkungan Pendidikan dalam Implementasi Pendidikan Karakter', *J. Pendidik. UNIGA*, vol. 8, no. 1, pp. 28–37, 2017.
- [2] Y. Khan, *Pendidikan Karakter Berbasis Potensi Diri – Mendongkrak Kualitas Pendidikan*. Yogyakarta: Pelangi Publishing, 2010.
- [3] S. Pasandaran, A. L. Lonto, T. Pangalila, and R. A. Barahama, 'The Efforts of Civic Education Teachers in Strengthening Students' Civic Disposition', in *Annual Civic Education Conference (ACEC 2018)*, 2018, vol. 251, no. Acec, pp. 59–61.
- [4] P. R. Tuerah, Yoseph Daniel Ari Santie, A. L. Lonto, and T. Pangalila, 'Character Education on Students in Social Science Faculty at Manado State University', in *1st International Conference on Education, Social Sciences and Humanities (ICESSHum 2019)*, 2019, vol. 335, no. ICESSHum, pp. 512–517.
- [5] S. Pasandaran, 'Pengembangan Pendidikan Karakter Dalam Perspektif Kurikulum 2013', in *Prosiding HISPISI Implementasi Kurikulum 2013 Berbasis KKNi Dan Pendidikan Karakter*, 2013.
- [6] R. Megawangi, *Wanginya Sembilan Pilar Karkater*. 2008.
- [7] Marzuki, 'Pembinaan Karakter Siswa Berbasis Pendidikan Agama Di SD Dan SMP DIY', *J. Kependidikan Penelit. Inov. Pembelajaran*, vol. 41, no. 1, 2011.
- [8] W. Agus, 'Pendidikan Karakter: Strategi Membangun Karakter Bangsa Berperadaban', *Yogyakarta: Pustaka Pelajar*, 2012.
- [9] A. L. Lonto and T. Pangalila, *Etika Kewarganegaraan*, 1st ed. Yogyakarta: Penerbit Ombak, 2013.
- [10] T. Lickona, *Educating for character: How our schools can teach respect and responsibility*. Bantam, 2009.
- [11] T. Lickona, 'Eleven principles of effective character education', *J. Moral Educ.*, vol. 25, no. 1, pp. 93–100, 1996.
- [12] A. . Fallis *et al.*, 'Bring Character Education into Classroom', *Clim. Chang. 2013 - Phys. Sci. Basis*, vol. 3, no. 4, pp. 1–30, 2013.