



THE ROLE OF EDUCATIONAL INSTITUTIONS IN FORMING LEARNED CHARACTER

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Abstract:

Character becomes important in a person's life, because the character becomes one of the determinants of one's success. Therefore, a strong and positive character needs to be formed well. Education is not only enough to make children smart, but also must be able to create noble values or character. A person's success is not determined solely by knowledge and technical abilities only, but more by the ability to manage themselves and others (soft skills). The character of Indonesian society has not been in accordance with the ideals of the nation. The factors that cause the nation's low character are: (1) the education system places less emphasis on character building, but more emphasis on intellectual development, (2) environmental conditions that do not support development of good character. Formation of characters, especially students, becomes urgent and needs to be immediately realized in order to create a better society, namely society can face regional and global challenges. Regional and global challenges in question is how our young generation not only has the academic abilities focused on cognitive abilities only, but also affective and moral aspects touched. On the other hand the values and spirit of the nation and state can be an inspiration for strengthening the identity of the nation's character education in the face of multidimensional crisis. Education in the totality of effort and action must be carried out through three educational institutions that are, Family, School and community. Therefore, integration is required Board of Family Education, school education and Community Education Board in conducting character education. Strengthening the three educational institutions shows that character education is necessary in order to anticipate the problems of the future which are becoming more complex.

Keywords: *Character, educational institutions.*

INTRODUCTION

Education is a conscious effort to realize students who can develop their potential, develop science and technology, morals and reason. Educational development is an effort to achieve national goals as mandated in the Preamble of the 1945 Constitution Article 4 that is "advance well-being general, educate life nation, and participate in carrying out world order. Based on this mandate, then education is right for every inhabitant country Indonesia. For obtain education organized through the national education system. The goals of education as mentioned above seem to be far from the expectations of the Indonesian people. Since Indonesia independent, implementation of education has been sober and has succeeded in producing intellectual human beings, pious but lacking morals. The fact shows that the Indonesian nation is experiencing a moral crisis both at the level of the authorities nor people commoner (normal). Education moral on

institution education since school base until college tall Already given And arranged in curriculum applicable. Moral education that is expected to shape individual character has been taught on all circles Good circles official tall country (through Lemhanas), civil servants (at the time of pre-service training) to social organization activities, it turns out fail bring public We to direction Which more Good in terms of shaping the character of the nation. The rise of corruption, collusion and nepotism (KKN), sexual crimes, use of illegal drugs and other deviant activities is not carried out by uneducated people, but by most of the perpetrators. is they Which educated even educated tall. So where is the role institution education in build And develop character nation

RESEARCH METHODS

Correlational study is one of the research methods used to study the relationship between two or more variables. The relationship between the variables studied will be expressed in an index unit called the correlation coefficient. For example, a researcher wants to know what variables are related to the competence of a student. Then all variables related to students such as educational background, family, etc. must be measured and then the correlation coefficient is calculated to find out which variable has the strongest relationship.

RESULTS AND DISCUSSION

Formation of Character Values

The national character emerges through the individual character of the community members and is acquired through education. Process education character No can held instantly, Because education character must started since education age early by directed and measurable formal educational institutions and non-formal education. Character education is a system of instilling character values in students which includes components of knowledge, awareness or will and action to implement these values. Therefore all components of education must receive attention including curriculum, students, educators, educational environment and educational facilities. Building the character of students as good citizens is very important to do immediately, because today there are many generations young Which behave negative like said dirty, lie, Like fighting this indicates that the problem of student character has not been given much in school. For increase success Study student in for personality can done through education with approach planting that value Good.

Objective education character is form character Which Good ie live with the right behavior in relation to humans, nature and with the environment self Alone. Planting values character is essence administration of education. Education is a planned effort in the process of mentoring and learning for participant educate so that develop And grow become man who are independent, responsible, creative, knowledgeable and have noble character. Currently, the world of education is a little off the rails that have been set and educational laws. Education is more directed at the formation of intelligent human beings from the aspect intellectual but bee in aspect effective. Institution education more emphasized on development performance academic Which be marked with achievement mark exam high, so that many participants are smart but have stunted characters such as motivation achievement low, not enough believe self, not enough value educator and tend to get study material instantly.

The values in character education above are not given as new subjects but are comprehensively integrated and developed through all subjects, school culture and development. self student in various activity school, intra And extra curricular as well as commitment para Teacher as well as whole staff in interaction they in environment school and outside the school environment (Puskur, 2010). Kemdiknas (2011) classifies the character values that must be owned by students,

namely: 1. Character values in human relations with God, namely: religiosity 2. Character values in relationships with oneself, including: honesty, cleanliness, and health, intelligence, discipline, responsibility, answer, think logical, critical, creative, innovative, curiosity, toughness love of knowledge, leadership spirit, self-confidence, hard work, independence, action-oriented, and courage to take risks 3. Character values in human relations with the environment, including: concern for the environment 4.

Character values in relationships between man, includes: Help help, awareness will right And obligations to self and others, adherence to social rules, respect for the work and achievements of others, democracy and civility. 5. National and state values which include: nationalism and respect for diversity. If education fails to instill values in students as stated above, then what will happen is division and difference and will fade national values and will have an impact on the loss of national character. The failure of education in building the character of students can occur if the components in education (educators, students, curriculum, infrastructure and community environment) are not managed optimally. The government's seriousness in managing all components of education needs to be proven by concrete actions, namely by providing adequate education budgets, increasing the welfare of educators and providing education management to those who are experts in their fields in the sense that education should not be used as a commodity of political interests.

The main goal of education in accordance with perspective participant educate is development cognitive, affective and psychomotor. Operational education can basically be interpreted as an effort to change human behavior in cognitive, affective, and psychomotor aspects or domains in accordance with the desired goals. The basic understanding here implies that education needs to be planned, organized, implemented, supervised and controlled. The fact shows that today's existence of education is doubted by some people because educational institutions are considered less able to maintain and develop the character of students according to the mandate of the law. There will be a tendency for morality to decline nation Already spread to in joints life individual, family and society. Behavior part elite government (executive, legislative And judicial) really visualized in every movement of the elements of society.

Among them are corruption, collusion and nepotism (KKN), violence, bribing officials, materialistic culture, consumerism, hedonism, secularism and individualism, plagiarism, determining schools/universities based on the amount of money owned. Characters which are the legacy of the colonialists and made into culture for the community Indonesia as Mochtar Lubis stated the characteristics of Indonesian humans, which include: 1) hypocrisy, 2) disinclined And reluctant responsible answer, 3) spirited feudal, 4) believe superstition, 5) artistic, 6) weak character (wry), 7) not thrifty, 8) less persistent, and 9) not used to working hard. We cannot fully justify this statement because history also records the sacrifice of the Indonesian people in winning its independence, which shows the high level of nationalism that the Indonesian people had at that time.

However, we honestly admit that the characteristics stated above are the general tendency of Indonesian society today (Lubis, 1997). It is on this basis that intellectual ability and emotional maturity are needed to maximize the positive impact of globalization. The negative impacts of globalization include changes in values and norms of life which often contradict the existing norms and values of life in society, including changes in indicators and behavior of the nation's character. Malik Fadjar (Harum Natasha, 2012) explains that education must be able to provide real solutions to the problems of globalization that are plaguing the Indonesian nation, including: (1) Stigma of the nation's decline, (2) Political escalation that is still unstable, (3) Moral and ethical crisis and (4) Fading national identity¹. So heavy is the responsibility of the world of Indonesian education in

solving the problems of the nation it accompanies with story education in Indonesia Which full concern.

Yahya Muhaimin (Harum Natasha, 2012) said that Indonesia was known to have strong character before the independence era, when it achieved independence and maintained independence. Now, the character of the Indonesian people is not as strong as in the past, very fragile. The current leaders also do not take care of building the nation's character and culture. Wrong One problem education Which faced by nation Indonesia to maturity This is low quality education on every level And unit education. Various business has done For increase quality education between other through various trainings, increasing teacher competence, procuring teachers and teaching tools, improving educational facilities and infrastructure and improving the quality of school management.

The implementation of adult education in Indonesia is aimed at forming a superior personality And competitive as poured in Constitution Number 20 In 2003 concerning the National Education System in article 3 it was emphasized that national education function develop ability And form character as well as nation civilization Which dignified in framework educate life nation, aim to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state.

However , in its implementation in the field, the target implementation of education tends to place more emphasis on the cognitive dimension with the aim of producing intelligent, skilled and proficient human beings who have the potential to give birth to human beings with split personality and split integrity. It is not surprising that in this era there are various Indonesian human characters who display the traits of liars, manipulation, corruption, greed, collusion, nepotism, inter-ethnic riots, murders and a series of other incidents. Suparno (Sukarjo, 2009) says that education in Indonesia today can be likened to an old car with a cranky engine that is in the middle of traffic on a freeway. On the one hand, education in Indonesia is currently plagued by major problems, namely the low quality of education, an inadequate learning system and a moral crisis that has hit society. Meanwhile, on the other hand, the challenges of entering the third millennium are not trivial.

Formation of Character Values Through Educational Institutions The world of education has for years been shackled by certain interests that are still vague. Education is marginalized between the desire to pursue economic growth and national competitiveness, so it seems that it is not directed at humanizing humans as a whole physically and mentally, but is more oriented towards materialistic, economic and tectocratic things , dry of the touch of humane and moral values . character. Education is more concerned with intellectual intelligence, reason, and reasoning, without being balanced with intensive development of intelligence heart, feelings, and emotions. It shows that dimensions affective And psychomotor fail implemented in the education system as a professional trait that integrates intellectual, moral, spiritual is not reflected in the graduates of educational institutions. As a result, the appreciation of educational output towards the superiority of humanistic values, nobility, And heart conscience become shallow. Soedjarto (Sukarjo, 2009). Crisis identity which colors the character of the nation who are born from the world of education tend not to be confident to be themselves.

Modernity has brought anyone including the world of education to drift with world trends by making adjustments with reason No want to said allergy to modernity. In conditions like these, Western-style educational concepts are difficult to avoid, it tends to be sneered concepts And teachings local although believed condition with moral values that need to be instilled in students as a way of forming character nation. This is indication that education in Indonesia has betrayed the mandate because it failed to maintain the values that are rooted in society. The

education sector, which is expected to provide enlightenment and shape national identity, is experiencing an internal crisis and losing orientation. Concepts that are clear and consistent in their implementation always fail to find their totality. Critical reflection and comprehensive evaluation are not adequately carried out.

Political changes in this country always sacrifice the concept and system of education so that the continuity of educational programs never runs smoothly. Ironically, every change of minister always gives birth to real new policies. No own base philosophical which is adequate. Education impressed become a tool of the political struggle of the elitists and used as a means of defending certain classes. Moral economic greed, legal certainty, and political hypocrisy run rampant when education is expected to be at the peak of progress. The world of education tends to shift its orientation to hedonic traits. As a result, families expect their sons and daughters to become doctors, engineers, officials, conglomerates and so on. Because profession that's which near with acquisition money or material as much. Even lately this lively reported exists a number of child nation which justifies all method for obtain money as much without must hard work, as was done by Kanjeng Taat Pribadi in Probolinggo.

The hopes of the sons and daughters become man which moral, believe, pious and so for him already considered not popular anymore. Conditions of education like this can be said that the world of education is experience crisis orientation and tend no in line with objective National Education. Success a institution education always be measured from magnificent the building, the high cost, the large number of enthusiasts and how many alumni have become officials. This educational model is the initial foundation for materialization in all aspects of life. Identity as a nation that likes to work together, mutually help help and kinship become torn apart because all pattern all-round relationship be measured with material.

So how if education national as the main locomotive has no identity and is full of people who are experiencing a crisis of character and identity who tend to forget the identity and character of their nation? Education is a vital and strategic path that is always chosen for the preparation of human resources. The success of education in producing competitive individuals in the global arena has consequences that must be paid dearly by the Indonesian nation. Spiritually poor, materialistic, individualistic, passionate individuals excessive powerful, desire look for enjoyment with position money and work, a feeling of life without meaning, apathy, boredom and disorientation are some of the phenomena that are often encountered.

Some people tend to ignore values religion and teachings moral, however in one side still there is group that society want to maintain values religion and teachings moral. World education is required role for return clear up direction journey nation. The reality it is clear that the world of education will be in a contradictory dilemmatic position because of the demands of modernity as well as demands for the role of guardian of moral values. Meanwhile, the world of education is at in paradox, in one side want to embed and teach mark-moral values, but on the other hand the behavior of some educational institutions reflects educational practices that deviate from the main moral values, mission and vision. Efforts to optimize the contents of good and positive characters (good characteristic, attitude, and behavior favor sublime, morals glorious) in self participant educate through institutions education become handle strong and capital base development individual and the nation later.

The formation of character and personality of students through character education starts from home, school and community. Character building cannot be done solely through efforts to transfer knowledge through teaching activities, but also through inculcating or educating values. In general, studies of value usually cover two main areas, namely aesthetics and ethics (morals, moral, favor character). Aesthetics refers to things about what humans see as beautiful, what they like.

Meanwhile, ethics refers to matters concerning and justification of appropriate behavior based on the standards that apply in society, whether originating from religion, customs, values, norms and so on. On the other hand, the values and enthusiasm contained in Pancasila and Bhineka Tunggal Ika can be an inspiration for strengthening the identity of national character education in facing multidimensional crises.

Education as a totality of efforts and actions must be carried out through three educational institutions namely, family, school and community. Therefore, it is necessary to integrate family education institutions, school education and community education institutions in carrying out character education. 1. Family Education Institutions Character education starts from the family environment. Education given in environment family Which prepare something model educate to form life skills as a basis in the next life. If life skills education is embedded in family education, it is not difficult to develop it in the school environment. The character displayed by students in their social life is influenced by the family environment and outside the family. The role of the family as the first social environment has a relationship with the child's personality.

The family is the first and main door that individuals go through is means beginning And tree in form personality And character. In the family one can live together with a group of people in an intimate way. Because one of the functions of the family is to care for, train children, look after and educate children mentally and spiritually. Character education and personal values are the main goals of family education. Family education is positioned as an institution for the formation of spiritual intelligence. In the family, the seeds of education begin to grow in a relationship of love , mutual help, and mutual understanding. The family is the initial educational institution so that for the first time parents (father and mother) have the status of role models (teachers) to provide education on character, values of kindness and ethical values. Basically family obliged put base education form potency mark humanity. The potential for spiritual intelligence grows and develops when it is cared for and translated into everyday life by the family (parents). Three spiritual morals that are developed in the family are gratitude, patience and sincerity as a stronghold in an effort to build spiritual intelligence in order to instill moral values in children (Suhartono, 2009:67).

Parents as the main actors in family education must be able to instill humility and honesty in their children. Not to instill arrogant, haughty character. The spirit of patience must also be instilled in education family. If character patience has embedded If you do well in family life, you will avoid acts of forcing your will to get something you want, such as corruption. Besides the spirit of gratitude And Be patient, family demanded also For develop spirits sincere in process of education of children in the family. Sincerity reflects the awareness that all life activities ultimately move towards the ultimate goal, namely returning to their origins at first.

With thereby can understood that family as system social is the first and main determinant factor in providing education on personality, manners, and character in the context of forming the foundation character especially in children under five years old, so that on that foundation the personality traits of children acquired through the process of inculturation and socialization in the family environment also determine the formation and development of children's emotional moral intelligence. 2. School Education Institutions School education is the second educational institution after family education. In formal educational institutions (schools) this is the role of the teacher as the main actor of education in schools really determine. Matter This in line with Regulation Government No. 74 Year 2008 concerning Teachers Article 1 paragraph (1) explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

This means that the human quality needed by the Indonesian nation in the future is to be able to face increasingly fierce competition with other nations in the world. The quality of Indonesian people is produced through the provision of quality education by professional educators. Therefore, the teacher as a professional educator has the function, role, and position which is very strategic. Teacher as a professional has a vision of realizing the implementation of learning in accordance with the principles of professionalism. School education takes place in school institutions with time, material and place arranged in such a way that it is called formal education.

Objective education in school is to develop and form potential intellectual or thought to become intelligent. Intellectual thought (intellectual) This is done by increasing knowledge about reading, writing, and counting (Suhartono, 2009:69). In school education institutions, teachers play a very important role. For example, at a time as a motivator and inspiration so that participants will be more interested and enthusiastic in study, so that results in study which is efficient and successful. The teacher is a figure that must be looked up to and imitated (model) for their students. Being an example is not easy for a teacher because every child expects their teacher to be an example or a model for him. Therefore, the behavior of educators must be in accordance with the norms adopted by society, the nation and country. Because the mark of the country and nation Indonesia is Pancasila, then character which is reflected in the demand for educators must always reflect Pancasila values. Teachers as parents should display daily behavior that can be a role model for students. The teacher can be a central figure in the formation of a child's personality.

Many children are more inclined to model a spectacle. It could be that this happens because parents who should be able to serve as models are rarely found because they are busy. So the children look for other figures. For example, the model can be found in a maid, in an admired soap opera character, or maybe a friend who is used as a figure. This is where the teacher is required to be a model. Give the best for our children. Many children are successful because they see the figure of their teacher who is modest, firm and authoritative. Ability in intellectual aspects such as reading, writing and counting which is taught by educators in schools needs to be combined with the formation of emotional moral intelligence. Reading (intellectual intelligence) is instilled in children not just reading writing but more than that is the inculcation of the values of reading the facts of life that are ongoing or learning (emotional intelligence).

While the writing ability referred to in this case is that in addition to being able to write symbols (letters and numbers) it is also expected to be able to write all the symptoms of life social which are experienced or observed. Ability to count is not only required to count numbers, but school education is required to teach their students to count or make calculations so that every step of life can produce certainty. School education is required to be able to develop various potentials that students bring from family education. School education institutions are responsible for family or community trust in terms of fostering children's academic (intellectual) potential. In addition, school education is expected to be able to prepare students to have the ability to maintain and develop the formation of creativity (intellectual intelligence) and attitude (moral intelligence) as part of emotional moral intelligence. 3. Institution Education Public Education character nation must immediately be carried out at all levels of education from elementary to higher education which is integrated into each subject/course.

National character education is the responsibility of every educator in carrying out the learning process, both curricular and extra-curricular through exemplary behavior, behavior and language. In addition, as citizens, students spend more time in the midst of society. Therefore, society is required to participate in the formation of children's character. Community education is education that is held in a community environment. In the national education

system, there are two educational paths, namely the educational path school And track education outside school. Track education outside school this is what is often called public education. Out-of-school (community) education is education that is social in nature which is held outside of school through non-tiered and non-sustainable teaching and learning activities such as scouting, courses, religious education, and others.

Besides That in context life public education is part from intelligence efforts moral emotional Which will cough character child educate. Not quite enough society's answer in planting intelligence moral emotional, spiritual And intellectual same position with the responsibilities of the family (parents) and teachers (educators at school). Education public responsible answer to planting mark goodness to then be able to develop justice in all social aspects. Community education is carried out with the consideration that the output of school education is seen as not fully capable of meeting the demands of community dynamics, especially in the skills aspect. Meanwhile, from the aspect of emotional intelligence, society in the broadest social context is responsible for continuation education family And education school. Because That education society is often referred to as the third layer of education.

National character education is a system for forming the values of the nation's character for citizens which includes components of knowledge, awareness or will, and actions to implement these values. National character education must also be reflected in an integrated manner in all components of society. In addition, national character education in the community must be interpreted as a description of the behavior of citizens in their daily lives. This means all lines and components in the community environment should reflect realization education character That Alone. Both in material form and application in their lives. The development of character education in community education institutions such as religious education is also related with development akhalq, moral And development religion as well as spiritual value somebody.

CONCLUSION

Efforts to form a national character which is reflected in the individual character of community members are largely determined by the quality of the educational process in families, schools and communities. In the family the development of emotional intelligence is determined by the quality of parental education. The quality of parental education is not only seen from the level of formal education, but from the aspects of behavior in everyday life, awareness of life grows within oneself and strong objective traits as a guideline for life in the family. Furthermore, school education institutions are also responsible for building emotional intelligence in developing the character of students. Given today's family has limited opportunities to provide moral education to their children. Many families have completely entrusted their children's education to institutions outside the family. Since infancy, children have been entrusted to day care institutions that are not managed by the family.

After entering the age of play, it is tipped back to the rules of play. At the age of four or five years the child is sent to kindergarten and so on until completing higher education. Therefore family education and school education are very necessary in shaping children's character. The aspect of moral education as part of character education is the main target of children's emotional intelligence which must be accounted for by parents, teachers and society. If morals grow and develop in the child's personality due to family education, it is hoped that school education will develop through relevant subjects or even all subjects are taught by incorporating emotional moral values so that apart from having intellectual intelligence, children are also mature in emotional intelligence. In addition to family and school education, society is no less important in terms of responsibility for children's emotional moral intelligence. According to its existence, society is a whole of social entities. Society

includes all individuals involved in small or large, formal or informal groups with different types of activities. From the structure of the existence of such a community, it can be seen that the role of society in emotional intelligence or it is even said that society is a "workshop" of emotional intelligence in shaping the character of children and members of society in general.

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