

APPLICATION OF CHARACTER EDUCATION FOR BEKASI NATURAL SCHOOL

Dina Solehati
Solehati.dina@gmail.com
Faculty of Economics, Jakarta State University

Fachri Nurhidayat
fachrinurhidayat@gmail.com
Faculty of Economics, Jakarta State University

ABSTRACT

Education is an effort to humanize humans. Through human education it is expected to be able to distinguish between good and bad things. Character education is in the spotlight today. This is because of the many phenomena in society that show the moral decline of the generation of the nation. Character is character which is the roundness of the human soul which manifests in the unity of mind movement, feeling and will or will which then produces energy to always think, feel and always use size, scales and definite and fixed basics. Through education, it is hoped that human intelligences arise not only as intellectuals but also other intelligences. In the 2013 curriculum, character education is highly preferred. This is in line with the Law on the national education system, which implies three domains of educational goals that must be achieved. The three objectives of education are the development of national character and civilization as an existential goal, the intellectual life of the nation as a collective goal, and the development of potential students as individual goals.

Keywords:

Education, Character, School of Nature.

Received: 22 October 2018 ;

Accepted: 10 July 2018;

Publish; April 2018

How to Cite:

Solehati, D., Nurhidayat, F. (2018). Application Of Character Education For Bekasi Natural School. *Econosains*, 16(2), P 103-108

INTRODUCTION

Education has a very important role in developing the potential possessed by humans. Through human education it can develop itself in order to be able to compete and survive in the challenges at this time. This also makes the role of education increasingly heavy and complex where education must be able to develop the right skills to master the power of speed, complexity, and uncertainty that are interconnected with each other.

The challenge of education at this time is not only the competence of students, but also lies in the character and morals of the nation's children. This is in accordance with the national education goals stated in Law No. 20 of 2003 which states that national education functions to develop capabilities and shape dignified character and national civilization in order to educate the nation's life, aiming at developing potential students to become human believers and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.

The government through the Ministry of National Education realizes that there has been a moral crisis in the generation of the nation's children. The government considers this matter to be addressed immediately because it will damage the identity and identity of the nation. The step that the government takes in this case is by applying character education to educational units. Character building is very important in the continuation of the world of education. Through character building in the world of education it is hoped that it can improve the quality of education. Character education that is applied is character education that can build national insight and encourage innovation and student creation. In addition, there must be cultural values that must be

developed so that they remain sustainable. In addition, there are values that need to be built in students such as honesty, hard work, respect for differences, cooperation, tolerance, and discipline. The implementation of character education in schools can direct and strengthen students for character.

Character education in schools can be more meaningful when providing experience and nature, as a learning resource for students. Therefore planting character education in natural schools will be more effective than in public schools. But apart from these two things, character education is very important and must still be carried out in both the formal and non-formal education units. Character education applied in schools is not taught in special subjects. However, it is carried out through daily learning that has been running at school.

Character education in schools will not impose teachers or students, because basically the values of character education already exist in the curriculum. Character education does not have its own subjects, but has been incorporated into the curriculum so that it will strengthen the curriculum itself. Subject teachers can incorporate character values in the subjects taught to students. Character education can also be adapted to the culture of each school. Character education developed is one that can build national insight and encourage innovation and student creation. In addition, the values that need to be built within the nation's next generation, namely honesty, hard work, respect for diversity, cooperation, tolerance, and discipline.

THEORETICAL STUDY

1. Character Education

The current phenomenon shows that there have been moral problems in the generation of the nation's children. This can be caused by the rapid development

* *Application Of Character Education For Bekasi Natural School.*
* <https://doi.org/10.21009/econosains.0162.01>

of the era at this time which is influenced by outside culture. Changes that are so rapid, especially the development of science and technology, must be balanced with the role of education through educational institutions or schools to be able to realize all the capabilities that exist in students to become independent individuals. Education should be able to produce a civilized generation and understand the role taken in life.

According to Ki Hadjar Dewantara, the character or word used is character which is the roundness of the human spirit which manifests itself in the unity of movement of the mind, feeling and will or volition which then produces energy to always think, feel and always use size, scales and definite and fixed basics (Maulana, 2016). Character education is currently considered very important and is expected to be able to print superior human resources but also have high morale.

According to Bambang QAnees and Adang Hambali that character education is the process of instilling certain characters while giving seeds so that humans (students) are able to cultivate a distinctive character while living life (Maulana, 2016). Character education will be successful if students perceive education not only as knowledge but also as a value of life that must be upheld.

Character education is one effort to achieve educational goals based on educational experiences that have been adapted to the challenges of the times. The principles that can determine the creation of experiences are the principle of continuity and principle of interaction. The principle of continuity or continuity refers to the habits in which every experience that is carried out and takes place changes the person who performs it, while the principle of interaction is due to the learners in obtaining related experiences and communi-

cating with other objects and people. The importance of character education to create human beings who have moral character. This was stated by Thomas Lickona (Sudrajat, 2011) arguing that human beings with character are not enough to only have knowledge of moral values, but must have moral characters. The intended character is divided into 3, namely, knowledge about morals (moral knowing), feelings about moral (moral feeling), and moral actions (moral actions). These 3 components must be wholly owned by humans so that they can be said to be human characters.

The aspects of the three components of character are: moral knowing. There are six things that are the objectives of moral knowing teaching, namely 1) moral awareness, 2) knowing moral values (knowing moral values), 3) perspective talking, 4) moral reasoning, 5) making decisions (decision making), 6) self knowledge. The moral knowing element fills their cognitive domain. Moral feeling. There are six things that are aspects of emotions that must be able to be felt by someone to become a human character, namely: 1) conscience (conscience), 2) self-esteem (self esteem), 3) empathy (empathy), 4) love of kindness (loving the good), 5) self control, and humility.

This moral action or moral action is an out come from two other character components. To understand what drives someone to act (act morally) it must be seen from the character of competence (competence), desire (will), and habits (habit).

Character education in the world of education is very broad, not only limited to having good morals. This is explained by Yahya Khan (Lepiyanto, 2011) that there are four types of characters that have been carried out in the education process, as follows. 1. Cultural value-based character education, among which is the truth of God's reve-

* *Application Of Character Education For Bekasi Natural School.*
* <https://doi.org/10.21009/econosains.0162.01>

lation (moral conservation) 2. Cultural-based character education, among others in the form of character, Pancasila, literary appreciation, exemplary historical figures and national leaders (environmental conservation) 3. Environmental-based character education (environmental conservation) 4. Self-based character education, namely personal attitudes, the results of the potential empowerment awareness process from those aimed at improving the quality of education (humanist conservation).

Character Education at the School of Nature

Character education will be more easily applied to the school environment which in everyday life, students spend more time at school than at school. The school environment also provides opportunities for students to develop their potential without any external limitations. Children will develop more in a free and open environment. It is also very good for the physical and mental development of students.

The school model that is suitable for implementing character education but also can help the physical and mental development of children is a natural school model. Students will learn material outside the classroom while recognizing the natural and surrounding environment. It can also help in fostering a sense of sensitivity and gratitude towards the surrounding environment as God's creatures. Learning by using nature as a medium will foster hidden potentials and talents which are a specificity found in each student. Therefore character education in natural schools is environmentally based.

RESEARCH METHODS

The method used in this study is the literature study method. Researchers obtain references from written sources such as scientific journals related to

topics that are numerical researchers. Researchers use scientific journals that have relevance to this research.

DISCUSSION

School is a place for students to learn not only to be able to increase their knowledge and insight but also as a place to make people become whole human beings, namely humans who have a good attitude, which is in accordance with the goals of national education in Law No. 20 of 2003. Therefore the school has an important role for the state because the state can be said to be advanced if it has quality human resources, to achieve this the school as a place to create quality human beings must also be a quality school.

Natural schools are different from formal schools, usually where natural schools are schools that use nature as a medium for learning. In its learning activities natural schools also have differences with formal schools, namely outbound activities, gardening etc. With the learning process that like this will make students become bored when doing the learning process.

General situation regarding the natural school of Bekasi

Bekasi School of Nature is one of the natural schools in Indonesia, this natural school was established on January 1, which was founded by the Cinta Alam Foundation. The establishment of this natural school was motivated by the training of the conditions of the Indonesian homeland, where countries with so many natural resources but still many people who saw one eye on the importance of the sustainability of these resources, it was seen that the amount of natural damage caused by human activities not responsible. Therefore the goal of establishing a natural school is to create human beings who love their environment.

SAsi is a formal school that uses a cur-

* *Application Of Character Education For Bekasi Natural School.*
* <https://doi.org/10.21009/econosains.0162.01>

riculum that is integrated between the natural school curriculum and the national education curriculum. So that the purpose of this education also leads to creating more character and good character is not just to expand knowledge. The Bekasi natural school prioritizes morals in learning activities so that the school focuses on the formation of morals and character of students, students with a straight mindedness, scientific logic, love of the environment, leadership and entrepreneurship. The learning process is also very different from formal education in general, because the focus of character formation so learning such as prayer and recitation is the main thing to increase faith and introduce students to the most wonderful creator of this earth. Apart from that as a characteristic of natural schools, this school has outbound activities (from this activity can develop students' courageous attitude) greenlab (learning to love and appreciate the environment), market day (learning how to entrepreneurship early), Information Communication and Technology (ICT) (learning communication and technology), Library (taught by students to love reading) and several other supporting activities such as Science Fair, Literacy Book, Camping, Outing, Apprenticeship, Expedition, Home Visit and so on.

Character Education at Bekasi Nature School

Nature school is a school that has strong character education. This is because school is a place to teach life values in the form of habituation. Good character is not just knowing it but must be applied in life in the form of habituation. The strength of the process of character education at the school of nature is seen from the continuous giving of values that must be done by students in their daily lives at school so that the embedded values become a

habit for these students.

Character education in Bekasi school is done directly by students to become a habit. Habits that are carried out contain religious values and the value of love for the environment because character education in the natural school Bekasi prioritizes religious and environmental-based characters, this is to create the nature of students as *khlaifah* on earth.

The concept of Bekasi natural school learning is a combination of moral, academic, and skills learning. Moral learning aims to create obedient students to God, in achieving this students must be able to read the Koran well and be able to memorize 1 juz Al-Qur'an. In sharpening the ability to read and banish students, every morning students are required to always read the Koran, because with these habits to create strong religious characters.

Academic learning is learning to sharpen the cognitive abilities of students so that the academic learning curriculum follows the national education curriculum, namely the 2013 curriculum. The learning activities carried out are very different from the formal activities in which the learning process takes place in *saung* and in open parks. pleasant atmosphere.

Learning skills aim to have students the skills needed at this time, because the developments that occur require students to be able to compete. The skills developed in the natural school of Bekasi are communication, creativity, innovation etc. In developing these skills, the learning process in Bekasi's natural school is also carried out by direct practices such as gardening activities, market day (so that students have the innovation and high creativity needed in the business world), and activities of information communication and technology (to have skills in using technology and communication) and others.

* *Application Of Character Education For Bekasi Natural School.*
* <https://doi.org/10.21009/econosains.0162.01>

CONCLUSION

Bekasi School of Nature is one of the natural schools that has the goal of creating students to become caliphs on earth by making students who are devoted, knowledgeable and love their environment. Natural schools have strong character formation because the learning process is carried out directly and repeatedly so as to create strong characters. In support of creating a strong character of natural school Bekasi using 3 concepts of integrated learning such as moral learning, academic learning and learning skills. In the concept of moral learning where students routinely learn and memorize the Qur'an, academic learning is carried out in a green open space that makes students happy in the learning process, as well as learning skills that are practiced directly in the form of gardening activities, market day and information communication and technology.

BIBLIOGRAPHY

- Lepiyanto, A. (2011). Membangun Karakter Siswa Dalam Pembelajaran Biologi, 2, 73–80.
- Maulana, H. (2016). Pelaksanaan Pendidikan Karakter di Sekolah Alam. *Jurnal Khasanah Ilmu*, 7(1), 21–31.
- Sudrajat, A. (2011). Mengapa Pendidikan Karakter? *Jurnal Pendidikan Karakter*, 1(1), 47–58. <https://doi.org/10.21831/jpk.v1i1.1316>