



The Weakness of Character Education in Indonesian Teenager

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Abstract: Natural Science plays an important role in developing student character to form superior and noble human resources. This study aims to identify the weaknesses of character education for adolescents in Indonesia. The components that are the focus of evaluating character education learning consist of character education program policies in schools, lesson planning, learning implementation, monitoring and results of implementing character education learning. The research samples were 309 students, 306 parents, and 40 teachers. Data collection techniques using questionnaires and documentation. The collected data will be analyzed using descriptive statistics. The results of the study show that schools have implemented character education in a good category in accordance with the character education policies set by the government. 53%-75% of teachers are in good standing. Parents and students have the same perception of the implementation of character education in schools that character education can be implemented properly in schools. Character education has been running but not optimal, there are still several aspects that need to be addressed such as the preparation of lesson plans for mathematics, science, Indonesia language, and social studies as well as mentoring the implementation of character education. The teacher's ability to integrate character values into lesson plans needs to be improved. Recommendation: Character education should be continued by increasing teacher commitment and performance.

Keywords: Character education; Junior high school; Scientific attitude

Introduction

Natural Science subjects in junior high schools can be used to foster students' scientific attitudes. Scientific attitudes such as curiosity, honesty, openness, criticality, objectivity, responsibility, and respect for others can strengthen student character (Jamaludin et al., 2022). Schools play an important role in developing student character through the integration of character education values in every subject taught by the teacher. Technological developments that allow learning to be carried out online are not easy to develop student character. Internalization of respect and responsibility in online learning for high school students is carried out through the example of teachers (Ananda et al., 2022). Character education must be present in schools to help students' character develop in a good direction to meet the expectations of 21st century learning goals. The klitih, phenomenon of violence done by teenagers in Yogyakarta, was indication that implementation of

character education in schools does not optimum. Krjogja (2018), publishes some Yogyakarta residents were starting furious with the rise of violence actions carried out by some teenagers consist of junior high school students. *Klitih* (in Javanese means looking for) was a violent behaviour carried out by teenagers using weapons like knife or sword at night on a quiet street in rural area. For no apparent reason, the perpetrators would injure other people to express their courage. Perpetrators feel satisfied if they can hurt others and become greater.

Education experts agree that character education has a very important role as an effort to improve the quality of human resources. Formally, schools play an important role in directing the development of children's character in a better direction. Chairunnisa et al. (2020), states that character education can be interpreted as value education, character education, moral education, character education to develop students' abilities to be able to determine what is good

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and what is bad and can implement goodness. it's in everyday life. In the view of Saliman & Wahyuni (2018) in the context of schooling, character education is important because it has operational objectives, namely: facilitating the strengthening and development of certain values, correcting student behavior, and building harmonious connections with family and society.

Education with emphasis on cognitive domain was neglected of learning outcomes in the affective or attitude. The recent decades there has been a new trend in which awareness of values was begun. It is occurring globally and described as a turning point in the development of human civilization (Hidayati, et al., 2020). People were starting talk about value, even in areas that are considered value-free like science and technology. The next turning point taken places issues of value in focus is the growing popularity of emotional intelligence and spiritual intelligence.

Park (2017) indicated that character education is defined as an education which aims to cultivate one's inner life for right and good and develop humane character for others, community, and environment. Character education can be conceptualized through key virtues of character such wisdom, courage, integrity, temperance, and filial piety, and some of the virtues came from moral and ethical backgrounds. Instead of integrating character education with other subjects, character education can be provided through non-formal learning. Muassomah (2020) confirmed that education has played a central role in character building, given its strategic position and role. Morality arises not just due to external factors, such as external stimuli and environmental factors it is also influenced by individual factors, such as personal characteristics (Hidayah, 2021; Muassomah, 2020).

Character-building integrated into Indonesia's education system, under the belief that the Indonesian nation should be built upon its peoples' noble ancestral values. It was responses for the mental of Indonesian teenagers was decline, solutions for save morality of nation (Muassomah, 2020; Istiharoh & Indartono, 2019). It is necessary to seek the best alternative to improve the quality of young generation. One of them is by re-functioning educational institutions properly. Inculcation of noble character needs to be done through formal education. Educational institutions as a place to grow up the ethics, mindset, and morals of teenagers to a better level. in a good way or process also need to be empowered part as a medium for social and cultural transformation. Well-intentioned learning activities also need to be empowered so that it can function as a medium of social and cultural transformation (Budde, 2017).

It is important to educate the young peoples through the provision of cordial and learning environment at colleges and schools as well as providing

them non-formal and formal learning spaces (Mudiono, 2019). Current Indonesian schools, the educational programs that integrates science and technology through faith and devotion to God Almighty held by enthusiastic (Hidayat, et al., 2021; Chariunnisa, et al., 2020). At the same time, schools were attempting create a conducive climate for increasing awareness of values, morals, and religion. Character education program recommended by various educational institutions at both the primary and secondary levels (Rinenggo & Kusdarini, 2021).

However, the strengthening of character education as mandated by law has not been able to answer the serious problem. Almost all education units have implemented character education, but there are no indications of improving the quality of Indonesian human character (Aksinudin et al., 2022; Hajaroh et al., 2020, Hidayat et al., 2022). Increasingly rampant corruption, crime that is still rampant, violence and drug abuse are still always heard in the news in the mass media. Therefore, implementation of character education in school is absolutely evaluated to revitalize character education more efficient and successful. The question that then arises is what is the character education model?

Education was enabled to create spiritual strength, noble character (religion), self-control, communication, collaboration (social skills), intelligence (intellectual), and skills in society. The educational paradigm was change from school oriented to education that involves co-operative and collaboration between schools, families, and communities necessary. Character embedding is a process to shape, grow, develop, and maturing the child's personality into a wise and responsible person through habituation, minds, hearts, and actions ongoing basis whose results can be seen in real daily actions both in the family, school, and community (Hajaroh et al., 2020).

Character building and development in Indonesia is still a national issue and concern, in addition to other important issues. The importance of forming and developing the nation's character departs from moral and virtuous humans with the aim of achieving superior brotherhood and noble (Muhajir, 2022). Character education is an effort to help the development of children's souls both physically and mentally, from their natural nature towards human and better civilization. This is an effort to promote and internalize the main values, or positive values, to citizens so that they become citizens of the nation who are confident, resistant to testing and have high morals, are democratic and responsible and survive in social life (Muassomah, 2020).

Character education is not a slogan or a course but a mission that is embedded in the everyday school life. Schools function as an arena where students could practice good virtues and go beyond their school life.

Most important, the promotion of character education should not just a leap service but has an action plan for practice (Singh, 2019). Character education is generally considered important. The modern society needs this program because it can shape the future human characteristic (Husen et al., 2022). In developing abilities and shaping the character of the nation’s children who will maintain a dignified, faithful, creative, independent, and responsible nation's civilization, a curriculum that will incorporate these values into character education learning is needed (Hidayat, et al., 2022).

In the master design of character education (Kemendiknas, 2018) it is explained that the configuration of characters in the context of the totality of psychological and socio-cultural processes can be grouped into four categories: spiritual and emotional development, intellectual development, physical and kinesthetic development), affective and creativity development. The four psychosocial processes holistically and coherently have interrelationships and complement each other which lead to the formation of character (Kemendiknas, 2018; Sunarti et al., 2020). The development of the implementation of character education in educational units is oriented to these three aspects by highlighting one of the psychological processes according to the characteristics of each educational unit. Comprehensive models of character education are an effort to introduce and internalize the values of life that can make students a whole human being. The values of life in question are a unified value system that starts from human philosophy which views those humans are individual-social, physical-spiritual beings, autonomous beings as well as God's creatures.

Education was the pillar of establishment a nation to maintain the dignity. Educational institutions as a place to grow ethics, mindset, and morals of students to a better level in a good way or process also need to be

empowered so that they can function as means for social and cultural transformation. Thomas Lickona (Mudiono, 2019) indicates ten indicators of a nation on the way to collapse: 1) increasing violence among youth; 2) poor use of language and words; 3) strong peer group influence in acts of violence; 4) increased self-destructive behavior, such as drug use; alcohol and casual sex; 5) the blurring of good and bad moral guidelines; 6) decreased work ethic; 7) less respect for parents and teachers; 8) low sense of responsibility as individuals and as citizens; (9) the culture of dishonesty, and 10) the existence of mutual suspicion and hatred among others. Inculcation of noble character needs to be done through education, especially formal education. The more eroding the positive character of the Indonesian, marked by the increasing prevalence of corruption, brawls, persecution, and the spread of hoax news were the main considerations the regulation.

The question rises for these phenomena, whether children have never been taught religion, ethics, and manners? Is something wrong with character education in schools? The implementation of character education in schools needs to be evaluated to find out deficiencies and immediately make experiencing significant moral and identity crises, it is necessary to examine how character education conducted in schools.

Method

This article based on research conducted in junior high schools in Special District of Yogyakarta. Respondents consisted of 309 students, 40 teachers, dan 306 parents from various schools in covering five districts: Bantul, Yogyakarta city, Sleman, Kulon Progo, and Gunung Kidul.

Table 1. Respondents

Region	Bantul	Sleman	Yogyakarta	Gunung Kidul	Kulon Progo	Total
Student	52	30	57	80	90	309
Teacher	8	8	8	8	8	40
Parents	68	56	55	54	73	306
Total	128	94	120	142	171	

The data collection technique was carried out using a questionnaire that contained questions about whether the provisions for the implementation of character education had been implemented well in their schools or not. The instrument for assessing the lesson plan document is used in the rating scale to examine whether the teacher has really made thorough preparations to integrate character education in their learning or not. The data analysis technique uses descriptive statistics to find the tendency of the answers submitted by the respondents.

Result and Discussion

Almost all schools in Yogyakarta special region have implemented character education indicate from vision and mission’s school. In addition, the junior high school level tries to as much as possible internalize the main values into the school environment through learning and non-learning activities. Therefore, school culture designed as a medium for developing the main values, namely: religious, nationalist, independent, cooperation, and integrity. In addition to providing various artifacts, schools in Yogyakarta special regions

acquaints students with practicing these values. The adjustment of greeting and shaking hands with the teacher upon arrival at school was one example. 213 students (69%) stated that the implementation of the character education program in schools was at a good level, 96 students (31%) was moderate, and no student stated that the implementation of character education was at a poor level. Student responses to the implementation of character education programs in schools are shown in detail in table 2.

Table 2. Student Responses to The Implementation of Character Education at Schools

Region	Good (%)	Average (%)	Poor (%)	Total (%)
Bantul	60	40	0	100
Gunung Kidul	69	31	0	100
Kulon Progo	81	19	0	100
Yogya	67	33	0	100
Sleman	53	47	0	100

The success of character education in schools caused by teachers' role in teach character education integrated into their subjects. The most important aspects in strengthening character education are the role of teachers as the guardian in the school. They are determining the success of the program because the people who directly deals with students. Student perceptions of the teacher's performance to teach character education are presented in table 3.

Table 3. Student Perceptions of Teacher Performance in Character Education

Region	Good (%)	Average (%)	Poor (%)	Total (%)
Bantul	75	25	0	100
Gunung Kidul	65	35	0	100
Kulon Progo	74	26	0	100
Yogya	61	39	0	100
Sleman	53	47	0	100

The success of the teacher caused by preparation carried out before teaching in their classroom. The results of the assessment of the Learning Plan are assessed from the integration of aspects of competence, learning, and assessment of learning outcomes carried out by the evaluator. The lesson plans of teachers have identified the values will be integrated into learning. It is accompanied by operational steps in their learning activities. The lesson plans from teachers in Bantul were good. It shows positive impact where teachers have better skills implementing in learning activities. It has been efforts to integrate character education using values rooted in Javanese culture. The other hands, results of assessment of the Learning Plan are assessed from the integration of aspects of competence, learning, and assessment of learning outcomes. Parents'

perceptions of the results of character education in schools are presented in table 5.

Table 4. Teacher's Ability to Integrate Character Education into Lesson Plans

Subject	Good (%)	Average (%)	Poor (%)	Total (%)
Civic Social	63	37	0	100
Indonesia	37	63	0	100
Language	37	63	0	100
Math	0	100	0	100
Natural Science	37	63	0	100

Table 5. Parents' perceptions of the results of character education in schools

Region	Good (%)	Average (%)	Poor (%)	Total (%)
Bantul	85	15	0	100
Gunung Kidul	87	13	0	100
Kulon Progo	96	4	0	100
Yogyakarta	84	16	0	100
Sleman	82	18	0	100

Students' perceptions of the results of the implementation of Character Education in Schools (Table 1) were not different from the perceptions of students' parents (Table 5). Indicators of success in education can be seen from the good habits carried out by students while at home, for example performing worship, not disputing parental orders, helping parents, tidying the bed, throwing garbage in its place. Parents of students also perceive that educators and education staff in schools have set good examples in supporting the success of Character Education such as the principal's commitment to the implementation of Character Education, education staff provide good services, teachers become role models in implementing Character Education in schools, Regulations schools are carried out consistently, and the implementation of congregational prayers. Natural Science subject teachers and other subject teachers who were sampled in this study did not have any difficulties in integrating character education values into their lesson plans (Table 4).

Teacher as an important element in strengthening character education has not played a maximum role. Even though they have compiled learning tools that integrate values in learning activities, the fact is that there are still many teachers who have not been able to become role models, examples, or models for their students. Research respondents stated that in general teachers have prepared lessons well, most of them can implement them well. However, there are some teachers who are still unable to carry out learning activities properly, often come late to school, and there are even teachers who act counterproductively with school rules and regulations, for example smoking in the school environment.

In the view of the community (guardians) character education is considered successful as evidenced by changes in the behavior of their children while at home (Mustofa et al., 2023; Marzuki et al., 2019). Children show good behavior, help their parents with homework, be diligent in worship (prayer, fasting, worship services, etc.). The children's manners are also well maintained, which can be seen from the gentle speech to parents, diligently participating in activities at home, and others. However, whether children's good behavior while at home is the result of strengthening character education in schools, this is a question that research has yet to answer. Schools, communities, and families are the three pillars of education that play an important role in the success of education. It is very likely that the pillars of community and family education have played a good role so that they contribute greatly to educational outcomes (Mustofa, et al., 2023).

Conclusion

The implementation of character education in junior high schools in the Special Region of Yogyakarta, generally been going well. However, there are several things that need serious attention from various parties to improve the quality of character education implementation can be successful. The school has carried out the planning and organization quite well. The education unit has also created a good school culture, for example in creating rituals or habits for shaking hands, greetings, and others. Schools have also provided appropriate artifacts such as billboards or billboards containing warnings or prohibitions. Teachers as the most important component and as the frontline in the implementation of Character education need attention because their abilities need to be improved. Generally, teachers have not been able to integrate the main values in learning or use local wisdom as a basis for accentuating the main values in learning activities. Teachers in the fields of science, social studies, mathematics, find it difficult to analyze basic competencies and formulate indicators properly. They have not been able to integrate the main values in the indicators and in the learning objectives. If the main values are listed, they are still sporadic, it has not been seen systematically how these values will be taught.

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Author Contributions

The three of us did this research: Dr. Adi Suryanto, Dr. Saliman, and Dr. Sudrajat. The three researchers were active in completing this research starting from preparing proposals, making instruments, validating instruments, collecting data, preparing reports to preparing journal articles. The draft proposal was written by Dr. Sudrajat and Dr. Saliman as character education expert. Dr. Adi Suryanto as an educational evaluation expert focuses on preparing drafts of several instruments in the form of questionnaires and interview guidelines. We then discussed the draft proposals before we proposed them to the Institute for Research and Community Service. After the proposal was declared accepted for funding with several revisions, we revised the proposal in three. Instrument validation was carried out through focus group discussions by inviting instrument experts and character education experts. We collected three research data with the help of field staff. Data processing and analysis was carried out by Dr. Adi Suryanto. We did three research reports and journal articles writing.

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Conflicts of Interest

In this research, the author declares that there is no conflict of interest. The funders also had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript; or in the decision to publish the results.

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