

Building Superior Human Resource through Character Education

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Building Superior Human Resources through Character Education

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Abstract: This study aims to explain that early character education can build superior human resources. The formal education of human children starts from the early childhood education level up to the University, so that they become educated and cultured human beings. Educators should be responsible to their responsibilities and teach the students to refer to learning that is based on religious moral values, the values found in *Pancasila*, and the values that exist in the local wisdom environment. This research was conducted at the Indonesian Christian University, with the research method used is library research, namely by utilizing published research results related to this topic as a source of data to answer the problems in this study taken online. The findings of this study are to build superior human resources, the education process must start from the family as the smallest unit of society that will have a big impact later on as adults and live in society by equipping children early on with the character of honesty, discipline, and noble character or universal moral values that must be taught to students, the better the character of the student, the better human resources they have, the better human resources they have, the least willing to do corruption in the future. Thus it can be concluded that in minimizing the corruption, the character education needs to be improved both in the family and in the educational environment (formal and non-formal) for the development of superior human resources.

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I. INTRODUCTION

Forming superior human resources and integrity is not as easy as making the palm turn. It needs high commitment from parents, teachers, lecturers, and the environment of the children being raised, especially when facing Y and Z generations, who are known as millennial children. Everything has changed, especially the mindset and action must be done quickly and precisely if you do not want to be classified in humans late thinking. Though not all children are fast in their way of thinking (slow

learner). All people who live in the 21st century inevitably and like it or not, have been confronted with the Era of the Industrial Revolution 4.0.

In the context of quality human beings who have excellence, those advantages need to be recognized and developed as added value. The excellence of Indonesian human resources as added value is very much needed in facing competitive and challenging lives. The superior Indonesian human being is not only superior to the brain and skilled, but also superior in commitment, character, behaviour, and

has a conscience towards the people, and loves and is very close to all people [1;2;3]. To give birth to superior people, we need a development policy direction that prioritizes education as an investment in the future. As an investment for the nation's future, education must begin at an early age as an ongoing and systemic program that is packaged in a variety of policy programs, which start from "early childhood education, basic education, secondary education, to higher education". For all this, it is needed: a) clear direction and substance of education; b) human excellence as a future investment; c) redesign of education in Indonesia, and d) education for all children of the nation including "early childhood".

Education as an investment for the future of the people of a nation not only enjoyed and obtained in the opportunity to be able to read and write-count as equal distribution. The education that is obtained and enjoyed must be of quality education and is an advantage so that it becomes a provision of life in the face of tough and competitive global challenges. Therefore, education must have a clear direction and its substance is firm as the character of the Indonesian [5;6]. In the context of clarity of the direction of education will be able to bring students to the condition of the overall potential it has. The overall potential of learners must become a fulcrum in the direction of educators that are developed. Education is not only directed to become a human as a means of production, as the capitalist concept, for the mastery of science and technology for the continuity of the hegemony of power. But education must be brought to the process of formation of the human being. Education does not only place humans as a means of production but education as a process of forming a whole person, and a strategic vehicle for developing individual potential. So, education must be comprehensive and balanced between inner and outer.

Character education is everything that the teacher does, which can influence the character of students. The teacher helps shape the character of students.

However, the success of teachers to form and develop noble values for students is inseparable from the characteristics of the educator itself which includes exemplary how the teacher's behaviour, the way teachers speak or deliver material, how teachers tolerate, and various other related matters. Character education and attitude are steps important and strategic in rebuilding the national identity and raising the formation of a new Indonesian society. Character education must involve all parties, namely households and families, schools, and the community [7;8;9]. The household and family as the environment for Character building and first and foremost character education must be re-empowered. Families should return to being a school of love, a school of love or a place of learning full of true love and affection. The family is the basis of the nation, and therefore the state of the family largely determines the state of the nation itself. Character education through schools is not merely learning knowledge, but more than that, namely the cultivation of morals, ethical values, aesthetics, noble character. Giving rewards to the achievers, and punishment to those who violate, foster good values and conversely criticize and prevent the application of bad values. Furthermore, applying education based on the character by applying it to every lesson that is in addition to special subjects to educate characters, such as religion, history, moral values of the *Pancasila* and the native culture of the Indonesian nation [10;11;12].

The community environment also greatly influences the character and character of a person. The wider community environment is very influential on the success of planting ethical values, aesthetics for character building. The social situation with the value system it adopts influences the attitudes and perspectives of society as a whole. The wider community environment has a large influence on the success of planting aesthetic and ethical values for character building [13;14;15]. Character education must be carried out on an ongoing basis, starting from the students entering

school until they graduate from an education unit. Character education is developed in an integrated manner through all subjects, in the curricular activities of the subjects, so that all subjects are directed towards the development of character values.

II. LITERATURE REVIEW

¹⁸ Based on the functions and objectives of national education, it is clear that education at every level, from the level of early childhood education to tertiary education should be systematically carried out to achieve the formulated goals. Related to this, that the formation of the character of students namely being ethical, moral, polite when they are interacting with another social community. "It turns out that one's success is not determined solely by knowledge and technical ability (hard skills), but rather by the ability to manage themselves and others (soft skills). This research revealed success is only determined about 20 per cent by hard skills and the remaining 80 per cent by soft skills. Even the most successful people in the world can succeed because they ¹⁰ supported more by soft skills than hard skills". This emphasizes that the character education quality possessed by the students requires improving.

Education that is needed now is "education that can integrate character education with the education that can optimize the development of all dimensions of children (cognitive, physical, social-emotional, creativity, and spiritual). Education with an educational model like this is oriented to the formation of children as whole human beings. The quality of students becomes superior not only in cognitive aspects but also in character" [16;17;18]. That child who has the character must be qualified to overcome the problems or obstacles in their lives. He will also be a lifelong learner. When determining the main method of learning is to determine what abilities will be changed from the child after undergoing the learning in terms of character. Character is "the values of human

behaviour related to God Almighty, self, fellow human beings, the environment, and nationality manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, etiquette, culture, and customs. In its development, the term education or pedagogy means deliberate guidance or help by an adult so that he becomes an adult" [19;20;21]. Furthermore, education is defined as a business carried out by someone or another group to become an adult to reach a higher level of life or life in a mental sense.

⁷ In its development, the term education or pedagogy means "deliberate guidance or help by an adult so that he becomes an adult. Furthermore, education is defined as an effort carried out by a person or other group to become an adult to reach a higher level of life or life in a mental sense. Meanwhile, characters are innate, heart, soul, personality, behaviour, and temperament, meanwhile, what is called by having character is having a personality and having behaviour" [22;23;24]. Character education according to Thomas Lickona "is education to shape one's personality through character education, the results of which can be seen in the concrete actions of a person, namely good behaviour, honesty, responsibility, respecting the rights of others, hard work, and so on". So, "character education is a system that instils character values in students, which contain components of knowledge, individual awareness, determination, and the willingness and action to carry out values, both towards God Almighty, self, fellow human beings, environment, and nation, so that we will be realized insane" [25;26;27].

The task of educators at all levels of education is not limited to the fulfilment of children's brains with various sciences. Educators should teach comprehensive education that includes several aspects of creed and moral order. Therefore, educators must be able to make the words and behaviour of their students in class good which in the end will be embedded in good character education later on. "A quality character needs to be shaped and nurtured from an early age. Early

childhood is a critical period for the formation of one's character. Many experts say that failure to instill character in someone from an early age will form a problematic person in his adult life later. Besides, instilling morals in children is a strategic endeavour" [28;29;30]. "A serious problem that is being faced by the Indonesian people is that the current education system is too oriented towards the development of the left brain (cognitive) and does not pay enough attention to the development of the right brain (affective, empathy, and taste)" [31;32;33]. "The learning process also takes place passively and rigidly so that it becomes unpleasant for the child. Subjects related to character education (such as character and religion) apparently in practice emphasize more on the aspects of the left brain (memorization, or just knowing)". All of this has killed the child's character so that it becomes uncreative. Character building must be done systematically and continuously involving aspects of knowledge, feeling, loving, and acting.

Formation of character can be likened to the formation of a person into a bodybuilder (bodybuilder) that requires the constant exercise of moral muscles to become sturdy and strong. Besides, the success of character education must also be supported by efforts to provide a good and fun educational and socializing environment for children [34;35;36]. Thus, "education that is needed right now is education that can integrate character education with the education that can optimize the development of all dimensions of children (cognitive, physical, social-emotional, creativity, and spiritual). Education with an educational model like this is oriented to the formation of children as whole human beings. The quality of students becomes superior not only in cognitive aspects but also in character. Children who excel in character will be able to face all the problems and challenges in their lives" [37;38;39].

The birth of superior human resources is the fruit of the hard work of an educator. This further means that the birth of the youth generations as the future hope of the nation that will bring change and

progress is more or less influenced by the ability or competence of educators. Meanwhile, many educators themselves are produced by educational institutions of educational staff. Teacher competencies "include pedagogical competencies, personality competencies, social competencies and professional competencies obtained through professional education. The four teacher competencies, if it can be implemented in every process of education and teaching, will certainly bring significant changes to students"[41;42]. Imagine, pedagogical competence will encourage educators to understand teaching and educating methodologies, personality competence will have an impact on the cultivation of noble values and culture, social competence encourages an attitude of mutual respect and understanding, and professional competence of an educator can transmit his knowledge on target. But in reality, the four competencies that should be mastered sometimes become neglected because an educator is only pursuing certification in the sense that his main goal is to pursue professional allowances. Efforts should be made to form an attitude of professionalism as well as compose a precise stance by instilling the noble values of educators in students as a reflection of character education [43]. The question that then arises is how educators can prepare superior and highly-characterized human resources capable of adapting to today's global era.

III. METHOD

The writing method used in this paper is qualitative research with the "Library Research" approach, where researchers as "key instruments" read theories that are directly related to the topic of "building superior human resources through character education" sourced from books, journals and proceedings (Pubmed, Google Scholar, Google with keywords "building superior human resources through character education") as well as other documents and turn them into research data which were analyzed descriptively.

IV. RESULT AND DISCUSSION

The main foothold that must be used as a foundation in implementing character education is a universal moral value that can be extracted from religion.²⁰ Even so, there are some basic character values agreed by experts to be taught to students. I.e, “love for God Almighty and His creation, responsibility, honesty, respect and courtesy, compassion, caring, able to work together, confident, creative, willing to work hard, never give up, just, and have a leadership attitude, both, humble, tolerant, love peace and love unity”. In other words, to implement character education, teachers must try to foster these values through a real exemplary spirit, not just teaching and discourse. Character building is “developed through the stages of knowledge, implementation, and habits. Character is not limited to knowledge. Someone who knows best is not necessarily able to act following his knowledge. If not trained (become a habit) to do good, the character also reaches into the realm of emotions and self-habits”. Thus we need “three good components (a component of good character) namely moral knowing (knowledge of morals), moral feelings or feelings (strengthening emotions) about morals, and moral action, or moral actions. This is necessary so that students and/or other school members involved in the education system can simultaneously understand, feel, appreciate, and practice the values of virtue”.

The dimensions included “in moral knowing that will fill the cognitive realm are moral awareness, knowledge of moral values, perspective-taking, moral reasoning, the courage to take a stand, and self-recognition. The moral feeling is the strengthening of the emotional¹⁷ aspects of students to become human characters”. This reinforcement relates to “the forms of attitude that must be felt by students, namely conscience, self-confidence, empathy, humility, love of truth (Loving the good), self-control. Moral action is an act or moral action

which is the result (outcome) of two other character components. To understand what drives a person is a good act, three other aspects of character must be seen, namely, competence,¹ will, and habit”. Character building is an education system is the relationship between character components that contain behavioural values,⁸ which can be done or acted in stages and are interconnected between knowledge of behavioural values with strong attitudes or emotions to carry them out, both towards God, himself, fellow, environment, nation and state and the international world.

¹⁵ Indonesia needs human resources in sufficient quantity and quality as the main supporters in development. To fulfil these human resources, education has a very important role. “National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. National education aims to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have good character, are healthy, knowledgeable, capable, creative, independent, and¹³ become democratic and responsible citizens”. Character education is a topic that is widely discussed among educators. Character education is believed to be an important aspect in improving human resources because it al³ helps to advance a nation. quality community characters need to be shaped and nurtured from an early age because an early age is a “golden” period²⁸ is critical for the formation of one's character. The implementation of character education is considered very urgent to be carried out to foster the young generation of the nation's future.

The teacher helps “shape the character of students. This includes exemplary how the teacher behaves, the way the teacher talks or delivers material, how the teacher tolerates, and various other related matters. Character education has the same essence and meaning as moral education and moral education. The goal is to shape the child's personality so that he becomes a good human

being, a citizen, and a good citizen". "As for the criteria of good people, good citizens, and good citizens for a society or nation, in general, are certain social values, which are much influenced by the culture of the people and nation. Therefore, the nature of character education in the context of education in Indonesia is the education of values, namely the education of noble values that originate from the culture of the Indonesian people themselves, to foster the personality of the younger generation". Character education rests on the basic human character, which is sourced from universal moral values (absolute nature) which originates from religion which is also referred to as the golden rule. Character education can have definite goals if it is based on these basic character values. Some of the basic character values are "love for God and His creation (nature with its contents), responsibility, honesty, respect and courtesy, compassion, caring, and cooperation, self-confidence, creative, hard work, and never give up justice and leadership; kind and humble, tolerance, peace, and love of unity". Other opinions say that "basic human characteristics consist of: trustworthiness, respect and attention, caring, honest, responsibility; citizenship, sincerity, courage, perseverance, discipline, visionary, fair, and have integrity. The implementation of character education in schools must be based on basic character values, which are then developed into more or higher values (which are not absolute or relative) following the needs, conditions, and environment of the school itself". Today many parties demand an increase in the intensity and quality of the implementation of character education in formal educational institutions. These demands are based on "social phenomena that develop, namely the increase of juvenile delinquency in society, such as mass fights and various other cases of moral decadence". Even in certain large cities, this phenomenon has reached a very high level.

Four types of character education have been carried out in the educational process: a) character education based on religious values, which is the

truth of God's revelation (moral conservation); b) character education based on cultural values, including in the form of character, Pancasila, literary appreciation, exemplary historical figures and national leaders (environmental conservation); c) "environmental-based character education (environmental conservation); d) character education based on self-potential, namely personal attitudes, the results of an awareness process of empowering self-potential directed to improve the quality of education (humanist conservation)". So it is not surprising, if many scientists believe, that the character of a nation will be closely related to the achievements of the nation in various lives. Character education is aimed at "forming a strong, competitive, noble, moral, tolerant, cooperation, patriotic spirit, dynamic developing, oriented to science and technology which are all imbued with faith and piety to God Almighty based on Pancasila". Speaking of personality formation cannot be separated from how we shape the character of human resources. The formation of the character of human resources becomes vital and there is no choice anymore to create a new Indonesia, namely Indonesia that can face regional and global challenges. The regional and global challenge in question is how our young generation "not only have cognitive abilities but also the affective and moral aspects are touched". For this reason, character education is needed to reach people who have integrity in moral values so that children become respectful to others, honest and care for the environment. Human resources are the most important asset to build a better and more advanced nation. But to achieve that, the human resources we have must have character. Human resources with a strong character are characterized by mental capacities that are different from others such as trustworthiness, sincerity, honesty, courage, firmness, rigidity, strength in holding principles, and other unique traits inherent in him.

The characteristics of a strong human resources character include: a) religious, that is, having an attitude of life and a devout, worshipping

1 personality, being honest, trustworthy, generous, helping each other, and being tolerant; b) moderate, which is to have a life attitude that is not radical and is reflected in the middle personality between the individual and social, material and spiritual oriented and able to live and cooperate in diversity; c) intelligent, which has a rational life attitude and personality, love of knowledge, open, and forward-thinking; and d) being independent, namely having an independent life attitude and personality, high discipline, saving, respecting time, being resilient, entrepreneurial, hard-working, and having high national love without losing the orientation of universal human values and relations between civilizations of nations. Character education is “character education plus, namely education that involves aspects of knowledge (cognitive), feelings, and action. With character education, a child is not only intellectually intelligent but also emotionally and spiritually intelligent”. Through emotional intelligence, somebody will be able to manage his emotions so that he will successfully face all kinds of challenges that may be faced by him and spiritual intelligence will guide him to become a visionary human being far ahead. The role of educators in shaping the character of human resources.

Educators can be teachers, parents or anyone else, as long as it has an interest in forming the personality of the student or child. The role of educators is essential as a learning and moral society. Lickona, Schaps, and Lewis outline some thoughts about the role of educators, including a) educators need to be involved in the process of learning, discussing, and taking initiatives as an effort to build character education; b) educators are responsible for being models that have moral values and taking advantage of opportunities to influence their students; c) educators need to provide an understanding that the character of students grows through collaboration and participation in decision making; d) Educators need to reflect on moral problems in the form of routine questions to ensure that students experience Character building, and e)

Educators need to explain or clarify to students continuously about various good and bad values. Informal and non-formal education, educators: a) must be involved in the learning process, namely interacting with students in discussing learning material; b) must be an example to the students in their behaviour and conversation; c) must be able to encourage active students in learning through the use of varied learning methods; d) must be able to encourage and make changes so that the personality, abilities and desires of the teacher can create a relationship of mutual respect and friendship with their students; e) must be able to help and develop students' emotional and social sensitivity so that students become more cautious, respecting other creations, developing beauty and learning soft skills that are useful for students' later lives; and f) must show a sense of love for students so that the teacher in guiding difficult students is not easily discouraged.

While in informal education such as family and environment, educators or parent's/community leaders: a) must show moral values for their children; b) must have emotional closeness to children by showing affection; c) must provide an environment or atmosphere that is conducive to the development of children's character; and d) it is necessary to invite their children to always draw closer to God, for example by worshipping regularly. Departing with the efforts that educators do as mentioned above, it is expected to grow and develop personality traits that have superior abilities including a) independent and superior character; b) commitment to independence and freedom; c) conflict is not a latent potential, but rather a monumental and local situation; d) the significance of Unity in Diversity; and e) prevent that social stratification is identical with ethnic and religious differences. In building the superior human resources, the education process “must start from the family as the smallest unit of society that will have a big impact later on as adults and live in society by equipping children early on with the character of honesty, discipline, and noble character

or universal moral values that must be taught to students, the better the character of the student, the better human resources they have, the better human resources they have, the less willing to do corruption in the future". Thus it can be concluded that in minimizing the corruption, the character education needs to be improved both in the family and in the educational environment (formal and non-formal) for the development of superior human resources.

V. CONCLUSION

Character education is a system of instilling character values that include components of knowledge, awareness or will, and actions to carry out these values. In preparing superior human resources with high professionalism capabilities to be able to compete in today's global era, it is necessary to instill character education. In implementing character education from early childhood to tertiary education, all components (education stakeholders) must be involved, including the components of education itself, namely the contents of the curriculum, learning and assessment processes, handling or managing subjects, school management, implementing activities or co-curricular activities, the empowerment of infrastructure, financing, and the work ethic of all school/environmental residents. In building the superior human resources, the family as the smallest unit of the society must be responsible for the children's education, for the early education process was taken place in the family itself. If it is so, then it will make a great impact on the children when they are turned into adults and finally live in together with society. Besides, they will be able to behave well such as being honest, discipline, noble, or getting a better moral value. When the children have had a better character, the better human resources they have, and when the better human resource they have, the act of doing the best in the future will be great, it means that the willing to bad things such as a

willingness to do corruption could be avoided when they are working later after finishing their study. Thus it can be concluded that in minimizing the corruption, the character education needs to be improved both in the family and in the educational environment (formal and non-formal) for the development of superior human resources. Besides, character education is interpreted as the behaviour of school residents who conduct education in character. Character education is a system that instills character values in students, which contain components of knowledge, individual awareness, determination, and the willingness and action to carry out values, both towards God Almighty, self, fellow human, environment, and the nation so that there will be a superior human resources. The main foothold that must be used as a foundation in implementing character education is a universal moral value that can be extracted from religion. Even so, there are some basic character values agreed by experts to be taught to students. Supporting components in character education include; community participation, education policy, agreements, integrated curriculum, learning experience, evaluation, parental assistance, staff development and programs.

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