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## BUILDING CHARACTER EDUCATION IN BASIC SCHOOL BY POSITIVE VIRTUES UNIVERSAL

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### Abstract

Education is a basically value in our country. Education is very important foundation for a country, because with education we can change a country for the better. Education can be interpreted as an attempt to build character through character education. Character education is a system that includes knowledge and actions to implement the cultivation of moral values so that it becomes a human who has good manners. We know that character education is strongly emphasized in Indonesia. Character education should start at primary school because if the characters are not established early will be difficult to change a person's character. Character education in Primary School can be galvanized through positive universal virtues, that is (1) Wisdom - the power to acquire and use knowledge; (2) Courage - the power to achieve the objectives in the face of opposition; (3) Humanity and Love - the power to befriend and tend to others; (4) Justice - the power that builds society; (5) Temperance - the power that protects from the excess; and (6) Transcendence - the power that connects us to a larger universe. With the virtues of Universal positive character is expected to build the character of learners.

**Keywords:** education, indonesia, character, virtues, basic

### INTRODUCTION

These days, people are anxious and worried about the deterioration of family institutions, drugs, theft, sexual harassment, violence, corruption, and other social problems. This indications are caused by several things. One of them is bad character education. Character and educational issues of catamorics become issues that have always been the main topic of conversation by the people of Indonesia, especially by educational activists.

The crisis that struck Indonesians from students to political elites indicated that religious and moral education taught at primary school and college levels did not reap good results, which means so many Indonesians are incoherent between their sayings and actions (Zubaidi, 2011). Characters give a picture of a nation as a characteristic or differentiator with other nations. Great nation is a nation that is able to build a great civilization and then able to change and shake the world with positive characters. For example the Prophet Muhammad SAW as the most influential humanity throughout the history of humanity, because he can change the character of society from the reality of an uncivilized society. All that reality is turned into a very beautiful and intelligent way through exemplary and character building community

Character education is defined as an education that develops the values of the characters in the learners themselves so that they have values and character as their character, apply these values in their life, as members of society and citizens who are

religious, nationalist, productive, and creative (Pusat Kurikulum Indonesia, 2010).

### DISCUSSION

Characters can not be formed in a short time. Building the character of the nation takes a long time and must be done on an ongoing basis. The characters that exist in Indonesia, did not happened by short time, but have gone through a long process. The Government of Indonesia, represented by the Ministry of Education and Culture, has done always improve the quality of education in Indonesia, but not all of them have succeeded. Some educational observers even argue that the quality of education in Indonesia does not increase, even tends to decrease. One indicator is the decrease in attitudes and moral behavior of graduates of the educational unit which is increasingly tended to further from the order of moral values desired

The role of government in building the character of the nation is very important, especially through the making of laws and regulations that guarantee the strength and upright character of the nation. Due to the pressure of global life norms, it is not uncommon for the role of government to be ambivalent. Unfortunately, the government is not sufficiently aware of this so the government does not develop pro-policy with character development (Zamroni, 201: 172).

Character education can be interpreted as a system of planting the values of character to the citizens of the school that includes components of

knowledge, awareness or willingness, and actions to implement those values, self, fellow, or nationality to become good human. In character education, all stakeholders must be involved, including the components of the education component itself, ie curriculum content, learning process and assessment, relationship quality, handling or management of subjects, school management, implementation of activities or co-curricular activities, financing, and work ethic of all citizens and the school environment. Character education is a system that includes knowledge and action to implement the cultivation of moral values. So it becomes a man who has good manners. As we know that character education is strongly emphasized in Indonesia and character education is not new in Indonesia's national education system. The founding father of education in Indonesia, Ki Hajar Dewantara said that education is an effort to advance mind (inner strength, character, mind (intellect), and child body (Samani, 2008). Currently, character education is already enforced in Indonesia through the Curriculum 2013 or the National Curriculum. Curriculum 2013 has 4 Core Competencies that are derived from Basic Competence ie, KI-1 (religion), KI-2 (social), KI-3 (knowledge), and KI- 4 (skills). The relation with character education KI-1 and KI-2 is the one used in character planting in the learner. The role of parents of the role of educators is very important for the character formation of learners. Character education in K13 is implemented through PPK (Penguatan Pendidikan Karakter). PPK can be implemented by applying Pancasila values in character education, especially religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, love of the country, appreciate achievement, communicative, love peace, love to read, care about the environment, social care, and responsible (Perpres No. 87 tahun 2017). Developments have been done educators to continue to develop the characters that exist in the students in school, as follows :

1. Optimizing the role of teachers in the learning process. Teachers should not place themselves as actors seen and heard by learners, but teachers should act as directors directing, guiding, facilitating in the learning process, so that learners can do and find their own learning outcomes.
2. Integration of character education materials into subjects. Teachers are required to care, willing and able to link the concepts of character education on learning materials in the subjects that he received. In conjunction with this, every teacher is required to continue

to add knowledge insights relating to character education, which can be integrated in the learning process.

3. Optimizing the activities of self-habituation with the development of character and noble character. The teachers through self-habituation program put forward or emphasize the activities of development of noble character and noble character that is contextual, activities leading to the development of affective and psychomotor ability.
4. Creation of a school environment conducive to the growth and development of the character of learners. The environment proved to play an important role in the formation of the human person (learners), both the physical environment and the spiritual environment. For that school and teachers need to prepare the facilities and carry out various types of activities that support the development of character education activities of learners.
5. Cooperate with parents of learners and the community in the development of character education. Forms of cooperation that can be done is to place parents of learners and the community as facilitators and resource persons in the character education development activities undertaken in schools.
6. Be an exemplary figure for learners. The acceptance of learners to the learning materials provided by a teacher, a little will not depends to personal acceptance of learners to a teacher's personal. This is a very human thing, where one will always try to imitate, imitating what is liked from the figure. This moment is actually an opportunity for a teacher, either directly or indirectly instilling the values of the characters in the students themselves. In the process of learning, the integration of character values can not only be integrated into the substance or subject matter, but also in the process.

According to Hartati (2017) Character education program in schools can be done through the following programs:

1. Teacher Training  
Associated with character education programs in schools, how to implement character education in schools, as well as how to program and implement it, from idea to action. This program provides teachers with insight into child psychology, how to educate children by understanding children's mind mechanisms to create successful children, and practical tips on understanding.

## 2. Character Education Curriculum Program

Provide complete teaching and learning systems (for one academic year) as well as details and applications for schools and materials for parents of students. This material has been tested for more than 5 years, in addition to this program there is mentoring and special training for teachers. This teacher-specific training is devoted to creating successful character education in schools, because here the teachers will study the psychological aspects of human beings (not just children, but for themselves) and instill good values of life for themselves, students and families. Teachers will have provisions to help create better-off children.

## 3. Mental Guidance Program

The program is divided into two program sessions:

### a. Session Workshop Therapy

This session is specifically designed for students ages 12-18. This workshop aims to change and guide mental teenagers. This workshop works as a "instant change machine" meaning after following this program students will change instantly become a more positive child.

### b. Special Parents Session Seminar Sessions

Helping parents recognize their children and treat children better, so that children are more successful in life. In this seminar parents will learn a very good basic knowledge to study various psychological theories of children and families. Understand the concept of handling children at home and at school, and more easily understand and understand the minds of children, spouses and others

Above is an effort to improve the quality of education of Indonesia. However, efforts that have been implemented yet also get maximum results. Character education still has to be heeded. On the other hand, there are many alternative ways for education to improve the quality of education. One of them is universal virtues education.

According to Britzman, Mark J. (2005) universal positive virtue is a positive psychology that can be applied in the educational world in the spark by Prof. Daniel Trusser, Ph.D. Positive psychology is a scientific study of what is right in life, the science that seeks to master positive emotions, builds strength and virtue, and provides guidance for finding a better life.

In this case, the universal positive virtues that Daniel Trussel, Ph.D can initiate and apply in character education in primary school. According

to Nansook Park and Christopher Peterson (2008) universal positive virtues can create positive things that we have potentially or can be called Character Strength and Virtues (CSV). CSV describes and classifies the strengths and moral values (virtues) or virtues that make people grow. In the CSV scheme, 6 virtues are identified, namely: wisdom, courage, humanity, justice, temperance and transcendence. Six universal virtues that can be applied in Curriculum 2013 as a support for the PPK (Penguatan Pendidikan Karakter), namely:

- (1) Strength of Wisdom and Knowledge. Creativity// curiosity// judgement// love of learning// prespective. Intelligence and wisdom to gain knowledge. Teachers or educators set free students to use intelligence as well as; (a) students are joining an extracurricular school according to their talents and interests (b) playing games brain teasers, (c) visiting to the interest place, (d) reading a book in the library after school (e) follow the race, (f) discussion with the theme while in class.
- (2) Courage. Bravery// persistence// honesty// zest. Courage is necessary to face problems. Students were trained to be courageous in solving problems, of course with guidance incentives from teachers. Students were trained to be honest and diligent in solving problems. In solving the problem the student must be in a spirit state. For example: students dare to raise their hands when asked by the teacher and answer honestly according to his thought.
- (3) Love and Humanity. Love// kindness/ social intelligence. Through humanity and love, students are taught to care about each other and work together. The ability to socialize with friends is so emphasized that students know the meaning of love, affection, and humanity. For example that is leaving the morning with friends to clean up the class.
- (4) Justice. Teamwork// fairness// leadership. In this case, students are emphasized on cooperation, honesty, and leadership. Teachers can facilitate through learning models such as cooperative learning models. In the cooperative learning model students will learn how they will work together, practice for honesty, and leadership. Teachers can also create events at school as an arena so that students practice cooperation, honesty, and leadership
- (5) Transcendence. Appreciation of beauty// gratitude// hope// humour// spirituality. In accordance with the strengthening of character education, students are taught to have a

spiritual soul, to appreciate, to appreciate. This can be done by the teacher by tucking in the learning process. As well as; (a) pronounce Pancasila together before studying in class, (b) praying before learning, (c) having a love of the homeland and having hope to advance, (d) and others.

- (6) Temperance. In this case simplicity is needed to shape the student's personality to be good. Students are learning about how to live with simple, humble, and not arrogant. Such things can be taught by the teacher during the learning process takes place.

## CONCLUSION

From the above-mentioned description, we can draw conclusions about the universal positive virtues that were built to build character education. Character education is an important pillar for building a country. Character is important and fundamental to form a developed country. All the potential of Indonesia provides a good potential to realize Indonesia into a developed country. Through universal positive virtues that contain wisdom, courage, humanity, justice, temperance and transcendence are expected to manifest good character for students.

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