

How to Enhance Character Four Young Citizens?

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Abstract: Growing a sense of care and responsibility can be established through the development of knowledge, skills and ethics. Educational and social services programs are the main activities taught to children regularly by the Balee of Education community. "Balee of Education" (BOE) which is engaged in education and social services. This study aims to find the character of responsibility and social care of young citizens conducted by Balee of Education community in Langsa City, Aceh, Indonesia. A qualitative approach with case study methods reveals an individual's increased potential to empathize with others in both the educational and social environments to create a balance in life. The research results indicate that the active participation of individuals can build a positive personality and potential. But true technological advances and individualist attitudes affect the pattern of adolescent life. Thus the extent to which the activities of Balee of Education community programs can strengthen the character of young citizen.

1 INTRODUCTION

Character building is the key to success in building a nation. "The nation's development must coincide with the development of character and vice versa" (Budimansyah, 2010). "Character building is also an important and strategic step in rebuilding the nation and raising the formation of a new Indonesian society" (Subianto, 2013). However, the development of character of the nation implemented through the character education program has not been able to achieve maximum results, marked by the still many problems in this country that occur due to the character and culture of society that has not been good, such as drug abuse, corruption spread in various circles ranging from elite Up to the middle class, brawling students between tribes (Setiawan, 2013; Saifullah, 2014). Character education programs should not be regarded as the only formal educational institution of the school, but it requires the active involvement of the family as well as the community environment to participate in building the strengthening of character for all Indonesians. In line with the Character Education Reference Framework 2010 stated that character education includes and takes place on formal education, non-formal education and informal education. Character building

in the community as a scope of non-formal education can be done through non-governmental organizations, community organizations, communities and so forth (Koesoema, 2007; Wahyu, 2011).

Langsa (Aceh) has a community "Balee of Education" (BOE) which is engaged in education and social services, where they have a goal of creating bright youth in education, hone and develop *skills* possessed youth, and foster a sense of awareness and responsibility towards the environment Surrounding. Through the community will form a sense of attachment to perform a common goal among members of the community. Ties to achieve the same goal or less can influence the attitudes and behavior of followers (*volunteers*) (Kertajaya 2008; Helzer et al., 2014). In key community organizations for the development of good and bad identity can be influenced by several factors such as group leader, group member behavior, and embedded cultural norms of the organization. (Brown et al., 2005; Weaver et al., 2005).

Each community has a role in shaping individual characters. A positive personality becomes the key in bringing the individual to good effect in the future. Knowledge that can only be obtained from the *hard skills*, *soft skills* into the next part in the

personal formation of self (Robert and Tobi, 2004). The function of the community takes a qualified role in answering this. Opportunity to exert good influence and shape a person's positive character in action later on. Positive characters can be formed, especially in communities that involve the younger generation of the nation's successors. The interaction within the community becomes a vehicle for transmitting positive things, channeling ideas, talents and developing individual potential (Banicki, 2017; Wright and Goodstein, 2007). It is of interest to researchers to assess community conditions *Balee of Education* Langsa, in order to determine how the characters are formed in the community *Balee of Education* Langsa.

2 METHOD

This research uses qualitative approach with case study method in the form of interview, observation, and document study. in order to gain a clear picture in order to answer research questions about the program in the community *Balee of Education* in connection with the strengthening of character. The research informants are 11 community members, 1 chairman of the foundation where the organization of the community program and 8 children of community program participants. The results of data collection obtained are then analyzed using Milles and Huberman model. Technical analysis consists of data reduction, data presentation, and data verification (Milles and Huberman, 2012). The data obtained is then validated using the source triangulation technique and data collection techniques.

3 RESULTS AND DISCUSSION

The concept of learning and share in a community Langsa *Balee of Education* aims to strengthen awareness of the condition teenage children who are disadvantaged in the environment around them. The concept of this program can be seen as a means of education for youth community members and children program participants. For youth community members, this program can be a means of educating the development of teaching and personality skills, it is obtained through basic and continuous teaching training through habituation, as members are required to be responsible for their respective duties, must be able to be good and Be role models for children, and must have discipline and commitment in every

activity in the community. As for the children of course, the program from this community to be a different means of education than they get in school, such as how to learn while playing and habituation work in groups.

Community *Balee of Education* giving knowledge to every member of the teaching techniques as well as a briefing on the formation of ethical and responsible character and social care. The teaching techniques given to community members focus on making them able to run learners centered on learners as well as the use of varied learning models. This is done to reduce the saturation often experienced by children in the learning process and provide meaningful learning for learners. Learning model using memorizing and listening method instead of discussion, problem solving, observation, will cause students to be less skilled in facing various problems and challenges of life (Muhtarom, et al., 2016). Weekly learning activities conducted by community *Balee of Education* does not only aim to develop intellectual, but also able to strengthen the morality of learners. In addition to through debriefing before the field plunge, the habit of being polite, disciplined, responsible and caring for each other is always applied in every activity program organized by this community. This is done so that the members of the community can be a role model and pass on the good people to those around them, especially for children in the foundation who participated in the activity. Because at the age of the children, they will be very easy to imitate the behavior of those around him and will find a figure who can be a role model.

Community as a social group containing individuals from different backgrounds not only becomes a forum for socializing among community members. Further, the community can provide influence for the public to participate perform certain activities, such as in the United States, volunteers who are members of the organization and the community of community not just a manifestation of *civic engagement* is a citizen but further may have implications for the surrounding community to participate more and Willing to provide assistance to other affected communities (Jones, 2006). Likewise, with *Balee of Education* communities who try to invite people especially the youth to participate tackle the problems of education and character in Langsa. Attainment achieved by community *Balee of Education* is still far behind when compared with those in developed countries. But this should not be an obstacle to community *Balee of Education* to remember the motto of this community that is based on simplicity, namely, "start where you are, use what

you have and do what you can". The motto is a reference for this community in organizing every activity, the embodiment of the motto is realized in the concept of learning and sharing. The concept of learning and share in a community *Langsa Balee of Education* aims to strengthen awareness of the condition teenage children who are disadvantaged in the environment around them. For community youth, this program can be a means of educating the development of teaching and personality skills, it is gained through basic and ongoing teaching training through habituation.

In addition to through habituation in every activity in the community, strengthening of characters can also be formed through the influence of attitudes and behavior of one member who can be a role model. Through the community will build a sense of attachment to the same destination among the members and followers (*volunteers*) of the community. Ties to achieve the same goal or less can influence the attitudes and behavior of the *volunteers* (Kertajaya, 2008; Helzer et al., 2014). In key community organizations for the development of good and bad identity can be influenced by several factors such as group leaders, group member behavior, and cultural norms embedded from the organization (Brown et al 2005; Weaver et al., 2005). So that individual behavior in the community is very important to note.

Every community has a role in shaping individual character. Positive personality becomes the key in bringing the individual to good effect in the future. Knowledge that can only be obtained from the *hard skills, soft skills* into the next part in the personal formation of self (Howard et al., 2004). Therefore, the community *Balee of Education* provides basic teaching training (PMD) for new *volunteers* to join this community. The training guide contains *micro teaching* materials and practices for the provision of a lecturer in community as well as communication ethics which is certainly needed in every joint of life. Members of the community who are ready to go down the field as teachers are strongly emphasized to be able to provide student-centered teaching, because the student-centered teaching approach is able to have an effect on improving students' learning motivation (Suryadi, et al, 2016). Through programs that are based on the concept of learning and sharing, community *Langsa Balee of Education* has developed a function to shape the character of the community through non-formal institutions. Because the nation's character development will be achieved if the synergy of all elements of Indonesian society.

The National Character Development Policy describes the scope of the nation's character building goals such as: the scope of the family, the scope of educational unit, the scope of government, the scope of civil society, the scope of political society, the scope of business, and the scope of the mass media. Related to this research, the explanation of the development of the nation's character in civil society is "civil society is a vehicle for formation and development of character through exemplary leaders and community leaders and various community groups who are members of the community so that the values of character can be internalized into behavior and culture in life Day-to-day. "Therefore, the livelihood of the community in supporting the nation's character building can be channeled through involvement in community communities. This shows that the community has become a necessity for the people of Indonesia today to support the development of the nation's character. In line with the statement of Budimansyah and Suryadi (2008) which states "Multidimensional citizenship has a tradition where good citizens are actively involved in social life and community affairs of their communities". The character of citizenship, such as citizenship, develops slowly as a result of what a person has learned and experienced at home, schools, communities, and civil society organizations (Budimansyah and Suryadi, 2008). Strengthening the character is not at all subjects or courses delivered through academic learning process. If we start thinking character education is done through subjects or courses, wherever, we should be mentally prepared that character education will never work, because character education is an educational process that takes place both in formal education institutions, non-formal, Or informally through family or community. Based on the above explanation of character education will be able to achieve maximum results if there is continuity between character building in the family, school and community environment. Character building in the community as a scope of non-formal education can take place through non-governmental organizations, community organizations, community and others.

4 CONCLUSIONS

Their programs in the community *Langsa Balee of Education* can be used as a social movement of cultural citizenship in responding to issues in the community, it also became evident that civic

education and character education is not covered in the realm of purely formal. Furthermore, the impact of community programs *Balee of Education* not only on strengthening the character, but also changes in the adolescent mindset in response to problems in the environment. Prior to joining this community, they considered that the issue of education is entirely the responsibility of the government, but after joining this community teenagers realized that educational issues and other social issues are the responsibility of all elements of society including young people as citizens.

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