Character Education: Instilling Positive Values in the Younger GenerationFaizal

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Abstract
Character education plays a crucial role in shaping the younger generation to be individuals of integrity, morality, and ethics. This article discusses the urgency of instilling positive values such as honesty, responsibility, empathy, and respect in education. Integrating these values into the elementary and secondary school curricula through a comprehensive approach can create an environment conducive to character development. Various methods, including project-based learning, extracurricular activities, and exemplary behavior from educators, can assist children in learning and internalizing these values. The article also identifies challenges in implementing character education and offers practical solutions to overcome them. By instilling positive values from an early age, it is hoped that the younger generation will grow into individuals who are not only academically excellent but also possess strong character, ready to face future challenges with a positive and constructive attitude.
Keywords: Character Education, Young Generation.

Introduction

Education is a conscious and planned effort to help someone improve their dignity by optimizing their abilities. As expressed by Kompri, education is an effort made by educators to develop students to achieve perfection in accordance with previously set goals.

According to Arifin, the goals of education can be divided into two, namely theoretical goals that aim to provide theoretical knowledge to students, and practical goals that aim to provide them with practical skills. In achieving the goal of a complete human life, the role of education is very important in training a person's ethics and personality, because in its application it always emphasizes the moral and religious aspects that exist in students.

Character education is an education system that aims to understand character values in everyday life which often includes knowledge and awareness in its implementation. Character education does not only talk about a person's personality, but also how that person is towards himself, the creator, other people, and even the environment around him.

Education aims to facilitate students to actively develop themselves in all aspects, including morals, personality, and skills or life skills that are essential for personal, social, and national interests, both now and in the future. Ironically, in Indonesia, education tends to emphasize increasing student knowledge, as seen from the number of assignments and exams that prioritize increasing knowledge. Activities that build empathy, discipline, and other noble values are rarely carried out.

Although the concept of national education seeks to develop the potential of students in both cognitive (knowledge) and affective (attitude) aspects, in reality its implementation is still limited, focusing on only one aspect.

Character education involves attitudes and behaviors, so an effective strategy to implement it is to provide a good example. This means that we cannot expect students to be disciplined if as educators we ourselves do not show discipline. Likewise, we cannot teach patience to students if we ourselves often get angry in class. Not only teachers, but everyone involved in school activities must demonstrate good character. Professor Sukiyat emphasized that all members of the school must demonstrate character in building character values.

Character education is an effort made to instill good ethical, moral, and trustworthy values so that someone is responsible for themselves and their behavior. the process that is gone through will not just happen, but rather requires a fairly high level of consistency in order

to successfully instill character values in themselves. Character education generally starts from the smallest environment such as the family. In the family, parents have a central role in character formation, because parents will be an example and spectacle for their children. If the behavior of the parents is good, then the attitudes and behavior of the children will also be good.

Method

In this study, the researcher uses a literature review to collect and analyze various previous studies related to this research topic. In collecting data from a study, of course using several sources including magazines, journals, books, and information needed, and documentation in conducting the observation stage and data collection in the field in the form of photos, notes, or images.

Results and Discussion
Understanding Character Education

Character in Greek is called "Charassian" which means to record or mark, and apply good teaching values in everyday life. People who often show their existence will often be cruel, greedy, and some bad actions are considered to have a bad personality, but if someone has noble morals, then he can be classified as a person with noble character. The Ministry of Education and Culture Language Center explains that the nature, attitude, behavior, abilities, skills, and potential that are possessed must be in line with a strong character and mentality.
The word "character" in English is interpreted as a person's personality that concerns ethics and morals. While KBBI states that character is a reflection of a person's attitude and behavior towards the surrounding environment and has habits that are inherent in him, character certainly has a main goal in forming characteristics and morals. G.W. Allport stated that character education is a system designed to improve a person's psycho-physical abilities which will later form their habits and mindset, so that they can produce the right decision according to the conditions and situations experienced.

Character does not only show how someone's personality is, but character reflects the character values that are within him. External personality such as lifestyle, characteristics, or characteristics are often influenced by the environment around us, or even have been innate since birth. Character is analogous to a stone that has not been carved by the environment around it, so how someone will regulate and manage their emotions, morals, and good name so that they are not tarnished by behaviors that can tarnish character education. In addition, Abdullah Munir defines character as a depiction of a person's behavior, both implicitly and explicitly, which reflects values such as right-wrong and good-bad.

Education is a planned effort with the aim of developing individual human nature through the process of socialization to improve character and hone the intellectual abilities of students towards maturity. This is in line with Kadir's view that "education is a planned effort to develop human nature through socialization in order to improve character and hone the intellectual abilities of students".

Lickona stated that character education is a form of conscious and deliberate effort to make someone understand ethical values, so that character education is a form of effort to improve and develop students' social, moral, and ethical souls. Lickona divides the character education process into three stages: "Moral knowledge, moral feelings, and moral actions".
1. Moral knowledge, which is an understanding of moral principles, focuses on a person's ability to understand the difference between good and bad. This involves the cognitive domain, such as awareness of moral values, courage in attitude, and self-awareness.
2. Moral feelings, which strengthen the emotional aspect in character formation, include awareness of self-identity, self-confidence, empathy for the suffering of others, love of truth, self-control, and humility.

3. Moral actions are a manifestation of attitudes and behaviors and ethics that are in accordance with their values, so that there are aspects of desire, habits, and competence that must be fulfilled. These three aspects are important to guide individuals towards a moral life, because they together form moral maturity.

Character formation occurs through activities that are carried out repeatedly until they become habits, which ultimately form a person's character. This process is closely related to the development of life skills, which include expertise, training, facilities, and wisdom. Skill development begins with awareness of deficiencies to reaching a level of competence. Character instillation is done by instilling universal values, especially through love in the family environment.

Character education is one form of effort that can be made to shape a person's personality to be better in terms of ethics, morals, and responsibility. The efforts made do not only apply for one time, but are applied periodically so that they are embedded in a person who is moral and responsible. The family is the smallest element and has a role as the first environment to play a role in instilling character education, the role of parents is very much needed in creating a good atmosphere, and can instill character values in their children, this is very clearly a form of trust and responsibility borne by parents to realize positive child behavior.

In its implementation, a deep understanding is needed so that the essence of character education can be implemented properly, because this will be related to the development and formation of character that will have an impact in the long term. Character education itself can be interpreted as a process that occurs when a student gains knowledge about character and can apply it in community life because it will touch on the emotional, spiritual, and intellectual aspects. The social aspect and its dimensions will be an interpretation of character education, because the combination of these two aspects is the basis for producing a generation of the nation that is strong in religion and intellectually, so that they can carry out principles that will not deviate from their responsibilities.

Character education is an effort to improve a person's character with the aim of making the individual better. The importance of character education for each individual lies in the role of the character in determining a person's nature or identity. The idea of character education was first proposed by a German educator, F.W. Foerster (1869-1966). Character education is carried out by integrating scientific knowledge with religious values, so that individuals can understand the importance of acting optimally and optimizing their potential and self-awareness.

Education to shape the personality of students aims to emphasize ethical aspects, but in practice also includes strengthening their social skills. In this context, Buchory and Tulus describe "character education as a process that develops cultural values and national character in individual students. This aims for each student to have values and character that reflect their own identity, and be able to apply these values in everyday life as part of a society and citizen who is religious, nationalist, productive, and creative".

Character education is an innovation in the world of education that aims to overcome character problems in Indonesia. This innovation is part of the necessary educational reform, especially at the Elementary School level, by involving all parties in the school to create meaningful learning. This view is in line with Marzuki's research findings on the integration of character education in the learning process in schools. According to him, "character education is a teaching process that aims to instill good habits in students so that they understand, feel, and are willing to behave well".

The vital role of character education is in the development, improvement, and refinement of values to create students who can display positive traits that reflect the identity of the nation. This is consistent with Fathurrohman's view, as follows:

1. Development refers to increasing all potentials of individual students to produce

behavior that reflects the characteristics of the Indonesian nation.

2. Improvement includes efforts to strengthen the role of national education in Indonesia in developing the potential of students so that they reach a higher level.
3. Filtering is the process of filtering negative influences that are not in line with the values of character and national identity.

Character education does not only aim to change behavior for the better, but also to optimize the potential possessed by students. In addition, character education also emphasizes the importance of teaching students to carry out the filtering process in distinguishing between positive and negative character values.

Instilling positive values in the younger generation through the education system

Sumantri said that "values are things contained in the conscience that provide a basis for moral principles which are standards of beauty and efficiency or integrity of the heart". True and widely recognized values are values that result in positive behavior, both for the individual who practices them and for others. These values are characteristics that can be increased or developed, even when given to others. In reality, the more values that are given to others, the more similar values are received or returned from others.

Honest behavior is considered positive because it provides benefits both for individuals who act honestly and for those who are affected by it. This concept is in line with values such as justice, responsibility, respect, compassion, caring, friendliness, and tolerance. The formation of character values is very important for students as the heirs of the nation.

Character education should start early in the school environment, considering that the early school period plays an important role in the formation of children's attitudes and personalities, which have the potential to influence their development in the future. In addition to the school environment, the family environment also has an important role in developing children's character through character education. When character education is implemented consistently and continuously, such as promoting politeness, respect for others, attention, responsibility, honesty, and cooperation in schools, students have the opportunity to be good examples for the next generation. However, it is also important for educators to provide consistent examples to students.

One of the challenges in implementing character education in schools is the lack of real examples that can be tried or implemented by schools. Therefore, this article will explain various activities that can be used in implementing character education.

Innovative learning such as contextual learning is one model that can be used to improve character education, this model is very effective and efficient in its relevance between learning materials and everyday life. When a teacher provides an analogy related to problems in the surrounding environment, they can implement the values contained in the basic competencies in the community environment. As an illustration, one of the values that emerges from the KD is responsibility for preserving the natural environment. This can be associated with the current worsening environmental conditions. Through a contextual learning approach, students are invited to directly observe the environment around the school, comparing healthy and unhealthy environmental conditions. With teacher guidance, students can understand these concepts and build their own knowledge. The contextual learning approach also helps students to achieve a comprehensive understanding, not only in terms of cognitive, but also in terms of affective and psychomotor aspects.

Character Education is a human effort to direct and strengthen the potential of each student. Through this character education, individuals are empowered to build a personality that can benefit themselves and their surroundings. This system teaches character values to students, which include knowledge, awareness, and actions to apply these positive values. Character education is closely related to moral education which aims to train and shape individuals sustainably towards a better life. Education aims to develop a complete generation,

which includes intellectual intelligence, positive attitudes, and skills that are essential to function in society.

Character education is very important for today's young generation, especially because we have entered the 5.0 era where technology has become an inseparable part of life. In this era, the young generation in Indonesia is facing a character crisis due to addiction to technology. Although technology has good and bad impacts, the response of the young generation to technological advances must be positive. One positive way is to wisely manage the use of technology and filter information obtained through the media.

Instilling positive values in the young generation through the education system is very important to produce ethical and cultured individuals. In the education system, positive values can be instilled in several ways:

1) Integration of Pancasila Values:

Pancasila, as the foundation of the Indonesian state, should be aligned with the national education curriculum. This action will support students' understanding of ethical and moral principles that are relevant to everyday life.

2) Problem-Based Learning:

A problem-based learning approach is an effective way to help students improve their critical, creative, and collaborative thinking skills. In this process, students are faced with the challenge of solving complex problems or situations, which ultimately helps them deepen their understanding of the values of Pancasila.

3) Involvement of Community Figures:

The involvement of community figures who have experience and deep understanding of the values of Pancasila can provide inspiration and encouragement to students to apply these values in their daily lives.

In its implementation, of course, it does not always go according to plan, but often there are several challenges and obstacles that must be faced, including facilities that are still inadequate, and social inequality in both urban and rural areas which is still a big note. There needs to be a response to the challenges and problems faced by instilling the teachings of Pancasila which are truly ingrained in the citizens of the country in realizing quality education in Indonesia.

In addition, the values of the unity and oneness of God Almighty can contribute to creating a harmonious and respectful learning atmosphere. Education rooted in religious and moral principles can shape students' personalities to be good and responsible for themselves and society. In addition, the democratic values upheld in Pancasila also have an important role in the context of education. The learning process that involves the participation of all parties can help build an inclusive learning environment and pay attention to diversity.

Education in Indonesia is not only focused on national education which is still general in nature, but character education is an important key in realizing quality, moral, and ethical education. With character education, it can create a good generation that is useful for religion, nation, and state. Therefore, the instillation of character values in the learning process must be realized in both formal and non-formal education. This is intended so that education in Indonesia upholds the principles contained in Pancasila as an effort to develop and improve the quality of education.

The efforts made are aimed at improving the quality of education, and students become a generation with broad insight, and have a good understanding of religion to face various challenges of life in the future. The government is a very suitable driver in internalizing and integrating Pancasila values and character values in the learning curriculum used, it would be better if it was applied at various levels of education, from elementary school to higher education. The goal is that the understanding and experience of these values can be realized

systematically and more planned, so that it will be easy for students to understand and apply in everyday life.

Shaping student character is one way to improve the quality of education in Indonesia to be better, the implementation of education based on Pancasila values is very important. Therefore, cooperation and commitment between the government, educators, and non-formal educational institutions need to be continuously improved to develop and apply Pancasila values in the Indonesian education system.

In the context of education, Islamic teaching also plays an important role in improving the quality of learning. Through Islamic education, students not only learn about religion, but are also prepared to understand moral and ethical values that are relevant in everyday life. This means that Islamic education not only emphasizes theological aspects, but also teaches moral principles that can guide student behavior. The existence of Islamic education is important in dealing with social problems such as juvenile delinquency, violence, and drug abuse. Through the values taught in Islamic education, such as patience, steadfastness, and devotion to Allah, the younger generation can better deal with social pressures and avoid detrimental behavior. Thus, Islamic education serves as a solid foundation for students to face challenges in life and guide them towards positive behavior.

Various forms of Islamic education in shaping the character of the younger generation through the following activities:

a. Religious Curriculum: Schools can develop a comprehensive learning program about Islam. This includes an understanding of religious teachings, moral values, ethics, good behavior, and inspirational stories in Islam. The content of the learning is adjusted to the age and ability of the students.

b. Learning the Qur'an: Islamic character education begins with teaching the Qur'an. Children and adolescents are taught to read, understand, and memorize the verses of the Qur'an. They also learn about the principles of ethics, morality, and attitudes contained in the Qur'an.

c. Learning Hadith: By studying the hadith, young people can learn about the moral principles, ethics, and attitudes taught by the Prophet Muhammad SAW as an example that should be emulated.

d. Practice of Prayer and Worship: Performing worship such as prayer, fasting, and zakat, is an integral aspect of the Islamic religion. Learning Islamic character also involves teaching about the importance of worshiping earnestly and understanding its meaning. Through worship, discipline, obedience, and self-awareness can be improved.

In the millennial era in Indonesia, character education is more dominantly applied through formal education. Some argue that this formal education has a direct or indirect impact on the development of individual character. Character education can be realized by developing various abilities within a person, this is related to self-control in responding to various life challenges, these abilities can be applied well in realizing an ideal generation. These skills are not only focused on certain aspects, but also several aspects such as emotions, self-confidence, empathy, and even increasing aspects that have positive values, so they are called resilience.

On the other hand, character education can also be applied through informal education, especially in the millennial era with the rapid flow of globalization that is easily accessible. One way is through Emotional and Spiritual Quotient (ESQ) training activities. contextually, the application of ESQ includes how someone is able to be independent, caring, able to work together, and have a high sense of responsibility. Because there are several dimensions that must be considered, such as physical, mental, and spiritual which can be implemented in various series of good activities in the community environment, as well as the desire from within oneself to improve oneself to become better. Well, so this is the peak point which is the key as the main point for success in character education.

Conclusion

Character education is crucial to forming a young generation with strong morality and positive values. Through this approach, they are taught to value honesty, responsibility, empathy, and other positive aspects that shape a good personality and ethical behavior.

With strong morality, the young generation can become responsible leaders, able to face complex moral challenges, and build healthy relationships with others. They are also encouraged to care about the environment and society and strengthen their mental toughness.

So, character education is not only important for quality individuals but also to create a more moral and empowered society. Therefore, investing in character education for the young generation is an investment in a better future for the nation and society.

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