PROCEEDING

THE 3rd SUMMIT MEETING ON EDUCATION INTERNATIONAL SEMINAR

Values – Based Learning for Wonderful Children

Yogyakarta, November 22nd 2016

Teacher Education "Madrasah Ibtidaiyah"
Faculty of Tarbiya and Teacher Training
State Islamic University Sunan Kalijaga
Yogyakarta

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"Values - Based Learning for Wonderful Children"

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PREFACE: PROCEEDING THE 3rd SUMMIT MEETING ON EDUCATION INTERNATIONAL SEMINAR
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Alhamdulillahirabbil'alamin. Wabihinasta'in 'alaumuridunnyawaddin. Wash-sholawatuwassalamu'al aasrofilanbiya'Iwalmursalin. Wa'alaalihiwaashabihiajmain. Ammaba'du. Praise be to Allah, prayers and greetings may always devoted to the Prophet Muhammad, and his Companions and those who continue to follow his Sunnah.

This international seminar was held on the basis of the need for the sake of change, innovations are constantly learning to the attention of academics and practitioners. In this case teacher education "madrasah ibtidaiyah" will make every effort to continue to develop activities that support quality improvement, both for professors, students, and even for alumni of primary education itself, as well as the public in general as users of the alumni in primary Faculty Tarbiyah and Teaching Training, UIN Sunan Kali jaga

The quality improvement of which is done in the form of implementation of the 'international seminar'. The international seminar will set the theme of **The 3rd Summit Meeting on Education 2016**. The activities organized include the activities of the International Seminar on the theme **Values – Based Learning for Wonderful Children**.

The speaker of this event from various countries, namely:

1. Diane Tillman from USA
2. Christopher Drake, Association for Living Values Education International from Tiongkok
3. Taka Nurdiana Gani from Indonesia
4. Ahmad Arifi from Indonesia

So that we can convey the essence of the organization associated with the The 3rd Summit Meeting on Education. We thank you very much for your participation and support from various parties that we can not mention one by one.Without the help and participation of colleagues of all these activities can not be carried out well.Hopefully this activity can increase the contribution to the repertoire of science, especially in basic education and bring benefits to the participants and readers.

Yogyakarta, November, 22nd 2016

International Seminar Committee

PREFACE

All praise be to Allah SWT, for His bless and mercy, so that we as editorial team can complete this international seminar proceedings. The International Seminar that held by Department of Education for Madrasah Ibtidaiyah Teachers (Prodi Pendidikan Guru Madrasah Ibtidaiyah/PGMI) Faculty of Tarbiya and Teaching Training, State Islamic University Sunan Kalijaga Yogyakarta is held annually as a part of 3rd Summit Meeting on Education with the theme: "Values-Based Learning for Wonderful Children".

This Proceedings deliver main papers from seminar speakers, i.e.: Diane Tillman, Christopher Drake, and Taka Nurdiana Gani, Ahmad Arifi; and also supporting papers that consist of eleven papers related to the implementation of values education in general; and ten papers related to the implementation of values education for children.

We very appreciate for the participation from researchers and writers for their papers that submitted to this proceeding, especially to writers from: The Islamic State Institute Imam Bonjol Padang, The State Islamic University Raden Fatah Palembang, The State Islamic University Syarif Hidayatullah Jakarta, The State Islamic University Sunan Kalijaga Yogyakarta, Majalengka University, The STAIN Pamekasan, Jabal Ghafur University Salatiga, the State Institute for Islamic Studies Ma'arif NU Metro, Muhammadiyah University Yogyakarta, IAI Ibrahimy Genteng Banyuwangi, The State Islamic Institue Syekh Nurjati Cirebon, Muhammadiyah University Magelang, and Sriwijaya University Palembang.

We have tried to compile these proceedings as well as possible. For the sake of improvement in the future, we expect criticisms and suggestions. Hopefully, these proceedings can be beneficial for knowledge development and can contribute to the advancement of education in Indonesia.

Yogyakarta, November, 22nd, 2016

Editorial Team

TABLE OF CONTENTS

THE IMPORTANCE OF PROFESSIONALISM TEACHERS AND CHARACTER EDUCATION STUDENTS OF MADRASAH IBTIDAIYAH (MI) IN TWENTY FIRST CENTURY

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Abstract

Madrasah Ibtidaiyah are educational institutions at the primary level is patterned Islamic. Madrasah Ibtidaiyah (MI) has long been an institution that has an important contribution to participate in the nation, it is proven by the large number of Islamic Elementary School in Indonesia. According to data from the Ministry of Religious Affairs of the Republic of Indonesia number of Government Elementary School in Indonesia currently reaches: 24.342 MI, MI teacher as much: 262.090 people, and the number of students in MI across Indonesia reached 3.290.240 million people. Seeing the large number of MI, teachers and students in Indonesia, making MI have much to contribute substantially in relation to the development of the nation in the field of education and moral. Improvements should be continuously carried out against Islamic elementary schools, both in terms of management, academic (curriculum), facilities, and the quality of teachers MI are in demand to become professional teachers in the 21st century.

In the 21st century, the work of teachers is a complex task and not easily along with large and fast changes in the school environment that is driven by scientific and technological advances, changes in demographics, globalization and the environment. Professional teachers no longer just teachers who are able to teach well but teachers can become agents of change learners and schools, and also be able to establish and develop relations to improve the quality of learning in school. Therefore, teachers need professional MI as educators are able to make students in MI a student who is ready to face the competition and able to meet the demands of society in the 21st century addition to the professionalism of teachers, in need also of character education to students MI, for character education is very important to invest in MI student character education because education is a process aimed at developing values, attitudes, and behaviors that make students have good moral values and character. Thus, to meet the demands of the global community in the 21st century teachers need professional and character education to students in MI, MI so that students will be the generation that is in accordance with the demands of society in the era of the 21st century.

Keywords: *teacher professionalism, character education, student MI, the 21st century.*

Introduction

Education is a common interest that is the responsibility of all levels of society. The role of the education system is very important in the development of a country. Quality education is one attempt to make the generation of an advanced nation, along with the development of increasingly advanced world. Educational demands of the 21st century requires more effort and strategies that can improve the quality of education to stage a high quality, in order to obtain the status of "World Class Education". The success of the education system of the 21st century can be achieved when able to show the development and progress in the country's education, particularly in terms of quality, quantity, standards of education, success and credibility of educational achievement are recognized and accepted in the ranking among the nation or the world.

Basically the 21st century was the century of knowledge, the century in which information technologies are widely spread and flourish. Characteristics of the 21st century is marked by the related world of science, so that the synergy of which are becoming increasingly rapid. In the context of the use of information and communication technology in education, has been proven by narrowing and fused factors of space and time that has been the key aspects of speed and success of science by mankind (BSNP, 2010). The 21st century is also marked by the number (1) the available information can be accessed anywhere and anytime; (2) computing faster; (3) automation replaces routine jobs; and (4) communication can be done from anywhere and everywhere (R & D Kemdikbud, 2013).

National Education 21st century aims to realize the ideals of the nation, namely the peoples of Indonesia a prosperous and happy, with the position of a respectable and on par with other nations in a global world, through the establishment of a society of human resources quality, which is an independent person , willing and capable to realize the ideals of nation. P21 (Partnership for 21st Century Learning) develop 21st century learning framework that requires learners to have the skills, knowledge and capabilities in technology, media and information, learning and innovation skills as well as life skills and career (P21, 2015). This framework also describes the skills, knowledge and skills that must be mastered so that students can be successful in life and his work. Thus in the 21st century students are required to learn more in different ways, both the techniques, methods, infrastructure and information technology. In the 21st century, students face more risks and situations of uncertainty.

If the school or education concept does not conform with the demands in this millennium, then graduate school is not relevant to the life faced by young people today. According to Sanjaya (2008), learning in an era now also no longer look students are empty glasses, as the target fulfill teaching obligations. Education has to be able to make the students become active learners, so students who are actively seeking information, the learning paradigm of traditional teacher-centered to be changed to a more student-centered. (Sujana, 1994). The consequences of changing the educational paradigm centered on the student, the school requires a lot of learning resources and curriculum representative to make students become active and professional teachers. In the literature (Pinto, A., & Escudeiro, P, 2014), states that in the 21st century students are required to have the ability and knowledge required include: Communication skills, critical and creative thinking, Information / digital literacy, Inquiry- reasoning skills, interpersonal skills, Multicultural-multilingual literacy, problem solving, skill Technology and others. Broad range of expertise and knowledge in the above is a hallmark of the demands of graduate education in the 21st century,

so it is necessary in response to an educational model that is able to produce graduates who have these characteristics.

Education at the primary level (Islamic elementary schools) as one of the education agency that aims to produce next-generation advanced nation and noble, is one of the educational institutions that are supposed to be the main place to lay the foundations of the formation of generations of the 21st century that, so it needs a lot of factors that can be supported to be able to make Islamic elementary schools were able to be a place to produce the next generation is ready to face the challenges and demands of society in the 21st century example infrastructure support facilities, curriculum suitable for the era of globalization, support for professional teachers and also character education for students MI. So that if these factors can be met by Madrasah Ibtidaiyah, then the MI will be able to provide the appropriate learning with the demands in the era of the 21st century, the students in elementary school (Islamic elementary schools), the students' level of primary school (Islamic elementary schools) will be able to face various competition at the level of education and employment in this global era. Hamalik, (2015).

Elementary School Teacher Professionalism in the 21st Century

Teachers in the Madrasah Ibtidaiyah are professionals who are supposed to meet the various requirements of competence and authority to carry out tasks in a professional manner, while the real conditions in the field of teacher competence MI still very concerned, both in terms of quantity, quality and professionalism. As a professional, MI teachers should have sufficient capacity to perform the tasks guide, nurture, and engage students in Islamic elementary schools in fostering the spirit of excellence, motivation to learn, and has the personality and noble character that is in accordance with Indonesian culture. However, many challenges faced by teachers MI in an attempt to carry out their duties professionally in the future, namely in the face of 21st century society.

For that, it's recommend that MI teachers need to have some character so that the learning process can still be professional as well liked by his students, such as: 1) teachers MI professionals should pay attention to the students in any conversation or discussion with them, 2) be able to set clear objectives for each lesson and work to meet the learning objectives given in class. 3) able to invite students for positive behavior in the classroom. 4) have the management skills of a good class and can ensure the student's behavior is also good when the learning process, 5) can communicate well and able to work with parents MI, 6) have high expectations on their students to excel, 7) have knowledge deeply about the school and its curriculum standards of education, and tried teaching is being able to meet those standards. 8) has a deep knowledge of the material conveyed, and enthusiasm for the subject they teach, 9) seeks to provide the best for the students in the learning process is given. Nurdin (2013).

Requirements to become a teachers MI professionals so as to promote the goals of education in the 21st century are: S1 / D4, to realize the goal of Education, has a Certificate of Educators, master competencies Pedagogic, master competencies Professionals, mastering social competence, master competencies personality, which each of these competencies can be explained as follows (Piet, 2015).

Educator competencies are detailed as follows:

1) Pedagogical competence : Mastering the learner characteristics of the physical, moral, social, cultural, emotional, and intellectual, Mastering the learning theories and principles of learning that educates, developing curriculum, related subject / field of teaching development, conducting educational learning, using information and communication technology for the sake of learning, facilitating the development of students, potentials to actualize their potential, communicate effectively, empathic, and manner with the students, organizing and the process of assessment and evaluation of learning outcomes, utilizing the results of assessment and evaluation for the sake of learning, taking action to improve the quality of reflective learning.

2) Personal Competence :

Act in accordance with the norms of religious, legal, social, and national culture of Indonesia, present themselves as being honest, noble, and role models for students and the community, present themselves as being steady, stable, mature, wise, and authoritative, shows the work ethic, high level of responsibility, a sense of pride to be a teacher, and self confidence, uphold the professional code of ethics teacher.

3) Social Competence : be inclusive, act objectively, and not diskriminatif due consideration of gender, religion, race, physical condition, family background, and socioeconomic status, communicate effectively, empathetic, and courteous to fellow educators, staff, parents, and community, adapt on duty in the entire territory of the Republic of Indonesia, which has a social and cultural diversity, communicate with the community and other professions themselves orally and in writing or other form.

4) Professional Competence : mastering the material, structure,concepts, and scientific mindset that support the subject matter, mastering the competency standards and basic competencies mastered basic subject / field of teaching development.

While the characteristics of professionalism of teachers to support the achievement of improvements in the quality of MI which includes such things as the following: System Selection and certification, based on competence, militancy Individual and have a professional organization, has Platform Knowledge strong, has a system of sanctions profession, has a principle in accordance code of Conduct, has a high awareness of professional cooperation among professional colleagues. The Government's efforts in realizing the Character Education Program for students, including students MI.

As has been stated above, that in addition to the teacher's task is not only to educate the children of the nation, but also instill character in students. Character is very important, this is like opinion J. Hawes (Muchlas Samani & Hariyanto, 2012): "A good name is seldom regained. When Character is gone, all gone, and one of the richest jewels of life is lost forever. Character is a dynamic organization of psychophysical system individuals that determine individual behavior and thought are typical Character of the nation (according to national education goals) needs to be fostered that since the first formal bench is in SD (elementary school).

When instill character in elementary students the ways in which the teacher is a teacher that character anyway. Teacher character (Furqon, 2010) not only has the intellectual ability but

also has the ability to be emotionally and spiritually so that teachers be able to open the eyes of students to learn, which in turn is able to live well in the midst of society. The core values which characterize teacher (Furqon, 2010) are: Amanah : commitment, competent, toil, consistent; Modeling: simplicity, proximity, maximum service; Intelligent: intellectual, emotional, spiritual.

Therefore, when the system of learning undertaken by teachers MI professional, it will make the learning process that takes place will be fun for students, learning is fun can be created by professional teachers who will encourage students' motivation is high and can reach learning achievement is high. (Sundaresan Shobha, Nandakumar Kala, 2015).

Perspective Government Elementary School Students Through Education Character Education

Character education is a conscious and deliberate effort to create an atmosphere as well as the process of empowering and familiarization of learners to build personal character and / or a unique group-both as citizens. It is expected to provide optimal contribution in realizing society have one God, just and civilized humane, spirited unity of Indonesia, democracy spirited led by the inner wisdom of deliberations / representatives. Education is the backbone of the strategy for the establishment of national character. The development strategy of national character through education to do with education, learning, and facilitation. In the context of the macro, the implementation of character education covers all the activities of planning, organizing, implementing, and quality control that involves all major units within the national education stakeholders. The role of education is very strategic because it is the builder of national integration is strong. Besides influenced by political and economic, educational, social and cultural factors are also affected, especially in the aspect of integration and social resilience.

Indonesian national character building is currently faced with various problems are very complex. A very dynamic development of society as a result of globalization and the rapid advancement of information and communication technology is certainly a separate issue in public life. Globalization in the 21st century and relationships between nations are very influential on the economic aspects (global trading) resulting in reduced or increased poverty and unemployment. On the social and cultural aspects, globalization affect the values of social solidarity such as attitudes individualistic, materialistic, hedonistic as the virus will have implications on the order of Indonesian culture as national heritage as waning sense of unity, mutual assistance, the weakening of religious tolerance, the depletion of solidarity against fellow, and it all eventually will reduce the sense of nationalism as a citizen of Indonesia. However, by placing the character education as a major capital hinder the viruses destroyer, the future of this nation can be saved.

According Muslich (2011), the character of a nation is an important aspect of the quality of Human Resources (HR) for the quality of the nation's character determines the progress of a nation, the characters of quality need to be established and coached from an early age, because early childhood is a critical time for the formation of one's character , According to Freud failure planting good personality at an early age will form future personal troubled adulthood, successful parents guide their children in dealing with personality conflicts at an early age is very critical to the success of children in the social life in later adult life. Education characters or character education since the beginning of the emergence of education by experts is considered as a very important

thing.

Instance, Mehmet (2016) which says that it is common in educational theory that the formation of character is the general purpose of teaching and moral education in schools. According to Pinto (2011) character is a collection of values that lead to a system, which underlies the thinking, attitudes, and behaviors that are displayed. Meanwhile, according to Kesuma (2011) To suggest that education same character with a personality considered as "traits or characteristics or style or characteristic of a person who comes from the forms received from the environment, such as family in childhood and also congenital since other , Zubaedi (2011) Stating that the character is a way of thinking and behaving that is characteristic of each individual to live and work within the family, community, nation and state. Meanwhile, according to Imam Ghozali assume that the character is closer to *akhlak* that human spontaneity in the act or acts that have been fused in man so that when it appears no need to think again with character nation as a condition of character which is a national identity.

Character education is meant as a deliberate attempt to realize the virtues, that is a good human quality objectively, not just good for individual people but also good for society as a whole. Raharjo (2011) interpret the character education as a holistic education process linking moral dimension to the social aspects of the lives of young people as the foundation for the formation of qualified generation that is able to live independently and have principles a truth that can be accounted. The National Character Education Educational Objectives according to Muin Fath (2011) are as follows: 1. Developing the potential of affective learner as a human being and citizen who have cultural values and national character, 2. Instill leadership and responsibility of learners as the next generation, 3. Developing human ability learners become independent, creative, insightful nationality and, furthermore 4. Develop school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a high sense of nationality and full strength , Starting the school year 2011, the overall level of education in Indonesia must insert the character education in the educational process. The explanation of all 18 values in character education by the Ministry of Education are as follows: Religious, Honest, Tolerance, Discipline, Loud, Creative, Independent, Democratic, Curiosity, Excitement Nationality, Rewarding Achievement, Friendly / Communicative, Love Peace, Joy of Reading, Environment care.

There are several strategies that can provide an opportunity and a chance for teachers MI to play an optimal role in the development of character education of students in school, as follows: 1) Optimizing the role of the teacher in the learning process. MI teachers should not put myself as an actor is seen and heard by students, but teachers should act as a director directing, guiding, facilitating the learning process, so that learners can do and find yourself learning results, and also noticed emotional social of students MI (Kristina, 2016), 2) integration of character education material into subjects. Teachers are required to care MI, willing and able to associate the concepts of character education learning materials in subjects. In conjunction with this, according to (Nelva Rolina, 2016), all teachers are required to continue to broaden knowledge related to character education, which can be integrated in the learning process, 3) optimize the sound development of habituation themselves manners and noble character. Teachers MI (builder program) through habituation themselves more emphasis or stress to development activities manners and noble character that is contextual, activities that lead to the development of the ability of affective and

psychomotor, 4) creating a school environment that is conducive to the growth and development of character learners. Environmental proven to be very instrumental in the formation of the human person (student), both the physical environment and spiritual environment. For that schools and teachers need to prepare MI facilities and carry out various kinds of activities that support the development of character education learners, 5) cooperating with parents of learners and the community in the development of character education. The form of cooperation that can be done is to put the parents of the students and the community as facilitators and resource persons in the development activities of character education which is implemented in schools, 6) Being a figure role models for students because it is able to provide learning to achieve educational goals cognitively, affective and psychomotor (Nayereh Shahmohammad, 2015). A figure role models for students is the most effective way to provide character education to students, so the teacher MI must have good character that can be copied by the students. Optimize the sound development of habituation themselves manners and noble character. Teachers MI (builder program) through habituation themselves more emphasis or stress to development activities manners and noble character that is contextual, activities that lead to the development of the ability of affective and psychomotor, 4) creating a school environment that is conducive to the growth and development of character learners. Environmental proven to be very instrumental in the formation of the human person (student), both the physical environment and spiritual environment. For that schools and teachers need to prepare MI facilities and carry out various kinds of activities that support the development of character education learners, 5) cooperating with parents of learners and the community in the development of character education. The form of cooperation that can be done is to put the parents of the students and the community as facilitators and resource persons in the development activities of character education which is implemented in schools, 6) Being a figure role models for students because it is able to provide learning to achieve educational goals cognitively, affective and psychomotor (Nayereh Shahmohammad, 2015). A figure role models for students is the most effective way to provide character education to students, so the teacher MI must have good character that can be copied by the students.

Examples of applications that can be implemented character education to students in MI by displaying pictures of the inspirational figures in the school hall and classrooms; create an award program to appreciate the things that boasts MI student, good achievement in academics, sports or the arts; create a code of conduct in the classroom and the school approved by the students and teachers; invites parents to observe and contribute to the progress of the class or school; ask students express idols that are personal, and ask why it became the idol of the student leaders are concerned; students lead by example; involve parents in addressing the bad behavior of students by sending a letter, calling parents or through a visit to the house in question; ensure that students have a moral responsibility to work hard in school; have the words on the wall that encourage good character, for example: "Do not delay to become champions, start now!"; trying to be consistent in treating students; admit mistakes and try to fix it; teaches students how to listen to others attentively and do not interrupt others; doing community development work together either in the classroom or school; told students about moral obligation to act fairly towards others; emphasize to students about the importance of caring for others and the environment; give attention to certain programs in schools laden characters, such as' moon cast of characters and other awards.

Thus, with the strategy and the direct application of character education done by teachers MI as mentioned above, it is expected that students MI can be the generation that polite, and noble to be role models later in life when they had plunged in the middle of the century society to 21 full of challenges and competition.

The character of the Prophet Muhammad

Therefore, Islamic Elementary School is a school of Islam, then as a rule in Islamic Studies, students in schools MI as a Muslim should have a figure who can be a role model in his life. In Islam a role model character that should be followed is the character of the Prophet Muhammad, who was a prophet who is very polite in-spoken, honest, never lie and noble attitude. In a hadith *Rosullullah SAW* which reads that "In fact I was sent to perfect good character (Ahmad)." From the hadith explained that *Rosullullah SAW* was sent into Rosul to enhance the character of the people, in the sense that as human beings have a duty to edify that during this we have. Thus the character education of students in MI is a system of naming the character values of character, moral, which includes knowledge, awareness or volition, and actions to implement these values, both against God Almighty, himself, neighbor, neighborhood, or nationality who sought given and implanted in earnest to individuals students in MI.

As is common knowledge the *Prophet Muhammad* have behavior and morals are very precious to our fellow human beings, especially against his people without distinction or blind to social status, skin color, ethnicity or class, and another factors. He was always doing good to anyone even evil people or people who are not nice to him. Hence the *Prophet Muhammad* in the Qur'an , he called the man who has the greatest character, who can be a role model. "***He have indeed in the Messenger of Allah himself was a good example for you is for people who expect the grace of God and the coming of the Day of Judgment, he had much to call Asma Allah as Lord of the universe***. "(QS.Al-Ahzab: 21).

Characters or properties of the Prophet Muhammad, which should be given to students MI is follows:

1.Siddiq

Siddiq true meaning. The truth is a noble trait that adorn a person's character who believes in Allah and the cases that the unseen. He was the first properties must be owned Prophets and Messengers sent by God to the natural world to bring revelation and religion. In the self Prophet, not only his words are true, but his actions also true, ie in line with his words. "There is not she was saying it (Al-Quran) according to their own lusts whim. His remarks were nothing but a revelation revealed to him. "(QS An-Najm: 4-5).

2.Amanah

Amanah means absolutely trustworthy. If a business handed to him, undoubtedly believe that affair would be carried out with the best. Therefore Makkah residents gave the title to the Prophet Muhammad with the title of 'Al-Amin' intending 'reliable', long before he was appointed to be an apostle. Whatever is spoken by the Prophet Muhammad, it is always trusted and believed to be residents of Makkah because he was well known as a man who never lied. "***I convey to you my Lord mandates and I was just giving advice trusted you***." (Q.S. Al-A'raaf: 68).

3.Tabligh

Tabligh means to convey. All the words of Allah directed by humans, there will always be delivered by the Prophet Muhammad. "***That He may know that the real apostles have delivered the Messages of their Lord, and His knowledge encompasses what is in them, and He calculates everything one by one***. "(Q.S. Al-Jinn: 28).

4.Fathonah

Fathonah means wise. In presenting the verses of the Koran and then explain it in the tens of thousands of hadith require extraordinary wisdom. Prophet Muhammad should be able to explain the words of Allah to his people, so that they are willing to embrace Islam with seriously. By the nature of the wisdom of the Prophet Muhammad was able to arrange his people so glorious Arab nation to transform the origin of ignorance ignorant, rude / cruel, broken to-sides and was always war between tribes, into a civilized nation and knowledgeable.

The fourth character of the Prophet Muhammad above should be implemented also in every lesson that is given to students MI, with the teacher MI provides insight and real examples in the field, with a language that is understood by the students. Thus they will have a good figure and a right that can be applied in their daily lives. In the development of character education, teachers must also cooperate with the family or parents / guardians of students. Teachers and parents need to make an agreement about the main values what needs to learning, example: respect for self, others, honesty; self-control / discipline. Thus, there will be good cooperation between teachers and parents in educating students into student MI noble character as a nation of Indonesia and as exemplified by the Prophet Muhammad.

Conclusions

In an effort to improve the quality of Government Elementary School in the 21th century a lot of things to do, one important factor that one of them is through the professionalism of teachers and character education for students MI. The requirements to become a Professional teachers so as to promote the goals of education are: S1 / D4, to realize the goal of Education, has a Certificate of Educators, master competencies Pedagogic, master competencies Professionals, mastering social competence, master competencies personality, which each potential this review from the perspective of educational psychology.

While the characteristics of professionalism of teachers to support the achievement of improvements in the quality of MI which includes such things as the following: System Selection and certification, based on competence, militancy Individual and have a professional organization, has Platform Knowledge strong, has a system of sanctions profession, has a principle in accordance code of Conduct, has a high awareness of professional cooperation among professional colleagues. The Government's efforts in realizing the Character Education Program for students, including students MI. To meet the challenges and demands of society in the 21st century character education in MI include: 18 standard character code of Indonesia as has been set by the Ministry of Education and Culture, plus the planting of the character of the Prophet Muhammad which includes four things: Siddiq, Amanah, Tabliq, and Fathonah. So therefore, if the education system in MI supported by

teachers who are professional and competent teachers of good character, Character education competencies of teachers are very important in the achievement of educational objectives in addition to Reviews their field knowledge, general knowledge and pedagogical knowledge (Mehmet Ulger, Süleyman Yiğittir, Orhan Ercan, 2014) and the character of the students were good and in accordance with the standards of educational character of the nation Indonesia coupled with the character of the Prophet Muhammad, it is expected that Islamic Elementary school may be the most appropriate place in educating children Indonesia in achieving the nation's smart , dignified and noble and able to be a nation that is able to compete nationally and internationally to meet the challenges and demands of society in the 21st century.

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