

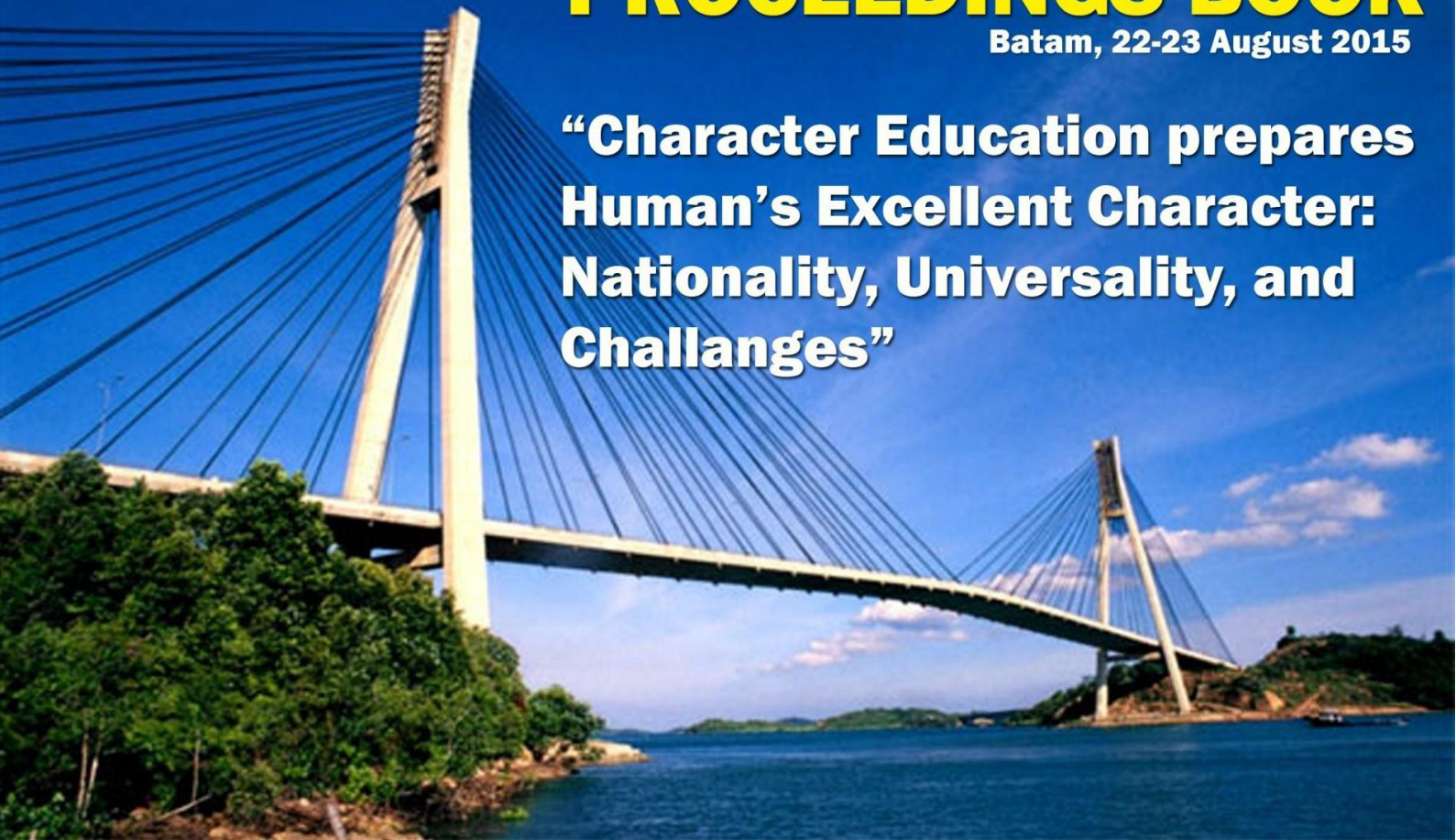
# 1st ICCE

Proceedings of the 1st International Conference on Character Education

## PROCEEDINGS BOOK

Batam, 22-23 August 2015

**“Character Education prepares  
Human’s Excellent Character:  
Nationality, Universality, and  
Challenges”**



**Organized by:**



**Sekolah Tinggi Agama Islam  
(STAI) Sultan Abdurrahman**



**Universiti Tun Hussein Onn  
Malaysia (UTHM)**

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## FOREWORD

It is our great pleasure to welcome you to 1st International Conference on Character Education (ICCE) 2015. The ICCE is an international conference, organized by PHD Students of Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia and STAI Sultan Abdurrahman Tanjung Pinang as the host in Batam. The theme for ICCE 2015 is "Character Education Prepares Human Excellence's character: Nationality, Universality and Challenges". This conference is the 1st International Conference in Riau Archipelago Province of Indonesia. It is to increase understanding and knowledge of concepts and practices of moral, values, citizenship and character education, and their application and development, national and universal. Promote and provide a forum for regional, national and global networking, collaboration and the exchange of ideas and perspectives in relation to character education through interdisciplinary and intercultural discussion. Disseminate research findings on character education approaches, projects and practices in various countries. Provide participants a glimpse of the practice of character education in Indonesia and other countries in South East Asia, and the challenges.

We would like to express our sincere gratitude to all the authors who submitted contribution for inclusion. We hope that you will find this program interesting and thought-provoking and that the conference will provide you with a valuable opportunity to share ideas with other researchers and practitioners from institutions among the participants.

Editors

Alpino Susanto & Hazriyanto

## Message from Dean of Faculty of Technical and Vocational Education (UTHM)

I wish to express my heartiest gratitude to the ICCE team as part of UTHM Ph. D students of FPTV for organizing the 1<sup>st</sup> International Conference on Character Education. I would like to thank our strategic partners, STAI Sultan Abdurrahman, Universitas Riau Kepulauan, Universitas Batam, Universitas Putera Batam, Indonesian Government and all individual contributions towards the realization of this conference.

The theme for the 1<sup>st</sup> ICCE is *“Character Education prepares Human’s Excellent Character: Nationality, Universality, and Challenges”*

The highlight of this even is to increase understanding and knowledge of concepts and practices of moral, values, citizenship and character education, and their application and development, national and universal. Promote and provide a forum for regional, national and global networking, collaboration and the exchange of ideas and perspectives in relation to character education through interdisciplinary and intercultural discussion. Disseminate research findings on character education approaches, projects and practices in various countries. Provide participants a glimpse of the practice of character education.

I sincerely hope that everyone will play an active role in dicusing, disseminating and sharing their insights and experiences on International conference on Character Education.

Regards,

**ASSOC. PROF DR. RAZALI BIN HASSAN**

Dean, Faculty of Technical and Vocational Education

## Message from Chairman of International Conference on Character Education

Assalamualaikum Warahmatullahi Wabarakatuh.

It gives me great pleasure to invite you to the 1<sup>st</sup> International Conference on Character Education which held on 23 August 2015.

Education has been considered as the centre of excellence in preparing human's excellent characters. This belief drives every single person to be ready to face the global challenges. Now days, education is considered to be the best place to prepare the agent of change of the nation that will bring prosperous to others. Education institution is no longer a place to transfer knowledge only, but it is also a place to form youth's attitude, behaviour, character, and leadership. Thus, it is justifiable to reflect some basic value and character of one country and cultivate them to all young generation in the form of national character building through education.

Different countries may have its' own identity to build their nations character. In Indonesia context, Indonesia's president JokoWidodo and his Vice President JusufKalla designed a [nine priorities agenda](#) called "NawaCita" for his presidency in 2014 to 2019. The priority of the agenda for Indonesia's political sovereignty and independence in economy and culture. One of his nine priorities agenda is to revolutionize the nation's character through a policy of restructuring the national education curriculum with advanced civic education; to teach the history of the nation, the values of patriotism and to love the country, as well as to build the passion and character to defend the state through national education.

We look forward to welcoming researchers, academics, practitioners, leaders, educators and policy makers from all parts of Indonesia, and Malaysia to participate on this event.

We look forward to opening our doors to everyone to participate in the 1<sup>st</sup> ice 2015.

Regards

**DR. CHABLULLAH WIBISONO**

Chairman of International Conference on Character Education 2015

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# **TRACK 1 EDUCATION**





## Developing tolerant attitude through character education in family environment

*Sri Sumarni*

Sunan Kalijaga State Islamic University Yogyakarta Indonesia

### ABSTRACT

Indonesia has diverse society in various aspects; ethnic, religion, race and groups, and these require tolerance to maintain integrity and peace. It is undeniable that conflicts in many regions are as a result of those differences. It is being a signal of the importance of teaching a tolerant attitude since early childhood. Tolerance is an attitude of openness and respect differences in any cases, not merely in ethnic and religious differences. Tolerance also means to respect and care about others, respect for differences, bridge cultural gaps, reject unfair stereotypes, in order to achieve equality, attitude, and behavior. Therefore, character education need to be designed to foster tolerance since early childhood in a family environment, by: (1) giving affection, (2) giving exemplary of tolerance from parents and other family members, (3) creating a pleasant and democratic atmosphere, (4) understanding talents, interests, and uniqueness of each child, and (5) habituating mutual respect, care and help each other, do not discriminate race, religion, ethnic, and groups.

*Keywords: tolerance, character education, early childhood*

### A. INTRODUCTION

Entering the era of ASEAN Economic Community (AEC), respect for diversity is highly important since all parties will enter a multicultural era where various cultures will intersect even interact with one another. It is due to the AEC does not only emphasize on the establishment of a single market in terms of economic merely, but also pay attention to the social aspects of cultural unification. The existence of numerous acts of violence in the name of religion, from fundamentalism, radicalism, to terrorism, including ISIS lately are extremely counter-productive to the readiness of the Indonesian people to enter the era of AEC. Similarly, the existence of conflicts in many regions such as Ambon, Papua, and Poso, can be like "fire in the husk", which may explode anytime, even though it can be muted many times. These events not only have claimed many lives, but also have destroyed hundred places of worship (either mosques or churches), so that human civilization has suffered into decline.

Therefore, inculcating tolerance against differences is important since childhood as early as possible. The values of tolerance should be taught wisely. Even though children have not able to speak, they typically see and imitate their parents' behavior. Hence, educating the values of tolerance on children, should be started from their parents who appreciate the differences by being themselves, with no made-up attitude. If parent can appreciate the differences in the environment, their children can also understand and appreciate the differences well, because children learn a lot from the habits they face everyday. Lot of parents live in diverse communities and have friends with different origins, gender, religion, and so on. These can be a good medium for parents to appreciate the differences. In the future, children are exposed to free market era, starting from AEC, AFTA, and so on, that require them to be able to get along with people with different background of

cultures, so that an understanding of diversity will be an important thing to be noted as early as possible.

In a modern context, education is constantly placed in the framework of activities and tasks which is intended for generation at the period of growth and transition. Therefore, education more orients itself on its efforts to establish mature personality for each individual as a social being in overcoming the challenge of the progress of time. This forming process of personal continues over time in terms of space and time which is constantly changing. Thus, education should be designed to always be able to adjust the times and establish mature personality in a personal and social.

## B. EDUCATION FOR EARLY CHILDHOOD

According to data retrieved in 2002, it has been stated that approximately 7.343.240 or 28% from 26.172.763 children of 0-6 years old in Indonesia who get educational services from early childhood education programs. As for the preschool age, 4-6 years, there are still about 10,2 million or about 83,8% of children who have not served well (Mansur, 2009: 95).

One of the efforts of early childhood education is to prepare children to face further education. Early childhood is often referred to as a golden age, the most excellent and brilliant period for education. Based on a research, approximately 50% of adults intelligence capability have occurred at the age of 4 years old, 80% of them have occurred rapid development of brain tissue at the age of 8 years old and reached its peak at the age of 18 years old, and after that, it will not affect the child's development even though their nutrition are improved. This means that the developments occur within the first 4 years is equal to the developments occur during the period of the next 14 years. Thus, this period is a critical period for children, where the developments obtained in this period is very influential on the development of the next period until adulthood. While this golden period only comes once, so if it is missed, it will not come again (<http://anakusiaemas.blogspot.com/>: page 1).

Education for early childhood is granting an effort to stimulate, guide, nurture and granting of learning activities that will generate the character, abilities, and skills of children. Early childhood education is one form of organization of education that focuses on laying the foundation toward the growth and physical development (fine and rude motor coordination), intelligence, creativity, emotional intelligence and spiritual intelligence.

In addition, it is also to prepare the child how to establish a good relationship with their environment. How children related to their parents, family, friends, and larger society, can be well prepared since early childhood. Therefore, early childhood education is essential to be designed to prepare children to live their lives in society, and it is also important to be noted about what the aspirations and needs of the community. As children will live the real life in society. Herein lies the importance of tolerance is introduced and even internalized since early childhood. The diversity of society becomes a very important thing to consider in early childhood education, in order that children do not get stress in facing real life in the future. Basically, society are compilation of groups with a variety of character, both in terms of livelihood, religion with its diversity of commentary, social status, even political aspirations and so on.

In other words, an attitude supposed to underlie multicultural society is a humble attitude (= to accept the fact), that no one who is able to have the absolute truth, for absolute truth

beyond time and space, whereas humans are bound by space and time. We walk together to the absolute truth. Therefore we need to develop an attitude of respect for the uniqueness of each individual or group without distinction, either on the basis of gender, religion or ethnicities (Yakin, 2005).

That is why, character education since early childhood is important, to grow mannered citizens, respectful, and caring, that will create a harmonious atmosphere, peaceful, and able to minimize conflict in society. In turn, Indonesia is also easy to make friends with other nations around the world, particularly in facing free market era, both in ASEAN (AEC) and AFTA.

### C. THE ESSENCE OF CHARACTER EDUCATION

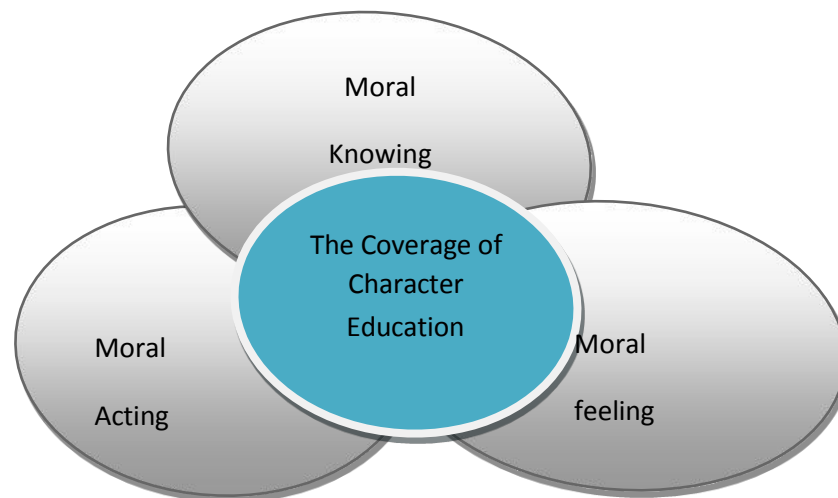
On his book *Character Matter* (2004), Thomas Lickona explains Jacques Maritain's statement: *"The aim of education is to guide students in the process through which they shape themselves as human persons armed with knowledge, strength of judgment, and moral virtues-while at the same time conveying to them the spiritual heritage of the nation and the civilization in which they are involved"*. Also a statement from Martin Luther King, JR. that: *"Intelligence plus character-that is the goal of true education"*.

In Indonesia, character education is not something new actually. Since the beginning of independence, Old Order, New Order era, and reform period, it is already conducted with different names and forms. However, the results are not optimal yet, proven from the social phenomenon that shows inappropriate behavior. Term of character education which is becoming nomenclature of educational value in the last decade actually has been known as moral education. Zuchdi (2011: 13) states that for about ten to twenty years ago, the term of moral education is more popular than character education in America, while in Asian countries moral education is more popular, in the United Kingdom, the term value of education is preferred. Berkovitz explains that the use of concept of character is related to conservative, traditional, and behavioral approach. Moral concepts are related to the liberal, constructivist, and cognitive approach. Typically the use of value of education related to the tendency of theoretical, involving attitudes, and empirical approaches.

A Moslem thinker, Imam Ghazali called it as a moral education, referring to hadiths of Prophet Muhammad such as: "Verily, I was sent only to enhance morals" (Abdullah, 2010: 296). In Zuchdi (2013: 17), The word *akhlak* (moral) is derived from the Arabic "*al-akhlaq*" the plural form of the word "*al-khuluq*" which means manner, temperament, behavior, or character (Jacob, 1988 in Zuchdi, 2013: 17). Terminologically, al-Ghazali defines *akhlak* (moral) as a character remains on the soul which thereof arising acts easily, with no need to mind (Djarmoko, 1996 in Zuchdi, 2013: 17). Furthermore, Imam Ghazali says: "to change human manners is quite possible, to develop someone in good manner can be carried out by eliminating his evil character. As a reason, he argued Hadith which mean: "Improve your *akhlak*" and he added his explanation that if *akhlak* is not possibly changed, of course, the Prophet Muhammad does not command as the hadith. People who have character, often called: "*akhlakul karimah*". So substantially, character education is same with *akhlak* education, moral education, and value education.

Character education is moral education plus, which involves aspects of knowledge (cognitive), feeling, and action. Character is not only established by individual actions, but also influenced by social interaction in which individual lived. Therefore, character education is a whole educational process, so that everyone do not only knows the norms and standards of virtue, but also feel and have the desire and are encouraged to practice it. This is consistent with character education according to the concept developed by Lickona

which includes three elements, namely: moral knowing, moral feeling, and moral acting (Lickona, 1991).



The Coverage of Character Education according to Lickona

A great educator of Switzerland, Pestalozzi gives term of character education as moral education. He considers that moral education is the most important for children because without that, education on other aspects will lose direction. He lays intellectual education under moral education because the basic of it is goodness of the human being. Man will feel safe if he is doing a favor. If there is a person who misbehaves, the path to goodness as if it closed (as if there are obstacles). The closing of goodness path is actually a very sad thing. Humans with evil character are actually feeling sad. He believes that all the time at any place in the hearts of every human being are basically good (Heafford, 1967: 60).

According to him, education is not just giving technical knowledge and skills to children to do the job in life, but to do good education. Good education starts from birth, so the development of the personality and character of the child also starts since the birth. He also admitted the influence of the first years of a child's life to the development of a healthy and balanced personality. Interaction between a child with his mother in the first years of life greatly affects the development of children's personality and character. Furthermore, the influence of environment in school has a great influence on the development of children's character (Kuntoro & Risti: 2014: 2).

Pestalozzi recognizes that moral education is not only more important, but also began earlier than intellectual education. He says that a child loves and believes first before he thinks and acts. Indeed moral education for a child began when he was born and is centered on his relationship with his mother. At first, the feeling of trust is formed by dint of satisfaction of physical needs given by his mother through breastfeeding and physical caresses with full feelings of affection. By means of relationship between mother and child in a way of love and affection, then it will foster the child with a feeling of love to his mother, as a part of the development of children's character. Even more if a person realizes the role of pregnant mother up to give birth a child, he/she will realize role of the mother is highly great for the survival of children. In accordance with the teachings of Islam, Prophet Muhammad was once asked about who is to be respected? He answered "your mother", after answer it for three times, then He declared your father. Religious values that teach appreciation, respect, and devotion to mothers as a part of moral or character education is foundational to a dignified social life (Kuntoro & Risti: 2014: 2-3).

Family environment characterized by the values of love, affection, respect, cooperation, tolerance, warmth, and honesty is a good medium for the development of well attitudes, behaviors and habits for children. Therefore, reconstruction of educational environment in the family can be a good medium to create an atmosphere that is full of love, respect, and cooperation.

#### **D. CHARACTER EDUCATION TO DEVELOP TOLERANT ATTITUDE ON EARLY CHILDHOOD IN FAMILY ENVIRONMENT**

Tolerance is an attitude of openness and respect differences in any cases, not merely in ethnic and religious differences. Tolerance also means to respect and care about others, respect for differences, bridge cultural gaps, reject unfair stereotypes, in order to achieve equality, attitude, and behavior. Tolerance strongly supports the making of comfortable, safe, and peaceful atmosphere, so that it is conducive for solid cooperation in order to achieve progress and civilization. Conversely, no tolerance may cause no respect atmosphere, hostility, conflict, even destruction of civilization.

Therefore, tolerance should be imparted to children as early as possible. Since the age of one year, child's subconscious can absorb examples performed by his parents and people around him. But at the age of two, most children still tend to have a self-centered character. This means that a child thinks that he is everything. Here parents have an important role in instilling values of tolerance to their children. Primarily, to stimulate their children to be ready to accept the existence of others. Simultaneously, also to instill tolerant character to others.

Considering the importance of understanding the environmental diversity of people's lives as already mentioned above, it needs the right strategy in order that tolerance on children can be fostered and promoted since early childhood. One of them is to provide character education since the beginning of early childhood so that it can be a solid foundation for mental development of children. From an early age, children are expected to have an understanding that a country or area where they live is "a shady home for all." There should be no longer children, ethnic, religion, or certain individual who should be evicted from their homes, or have to evacuate because of differences in beliefs, gender, race, or ethnicity. Education as a social engineering should be able to direct and put the values of the plurality of Indonesia on the functions and roles of each individual.

Children need to get used to acknowledge and appreciate the differences of religion, belief, ideology, culture, and all other differences. At home, in teaching their children, parents have an important role, particularly in terms of how to give affection, love, and peace, and provide examples on how to interact with other people well. Parents also play a major role in educating their children how to behave when there are any divergences with their friends and wider society. When attitudes such social behavior has become the basic character of a family, a child will be able to accept the differences as a natural thing.

Compiled from Pestalozzi's opinion in Heafford (1967) and Hidayati (2011), it can be described that there are at least five (5) steps of approaches that can be applied to instill tolerance of children at an early age.

**First**, giving full affection. It has been acknowledged that a good education in the first years of a child's life influence the development of a healthy and balanced personality. Interaction between a child with his mother in the first years of life greatly affect the development of child's personality and character. At the beginning of birth of a child, a feeling of trust is formed within the child due to the satisfaction of physical needs given by



his mother through breastfeeding and physical caresses with full feelings of affection. By means of relationship between a mother and a child with love and affection, it will grow a feeling of loving his mother and fellow human beings. It is understandable that one of the causes of psychopath children is the lack of parental affection.

**Second**, creating a pleasant atmosphere. Children are accustomed to always feel happy and comfortable with himself, so he is able to treat others/friends well. Therefore, since the child is waking up in the morning up to going to school, parents should not create a situation in angry, sad, or feeling disappointed conditions, because such a psychological situation unwittingly be carried away in the form of how the child socialize at school. If parents want their children to be able to be affectionate and care to his friend, they should also give more love and takes great care over it, because children who are lack of affection, are usually difficult to give affection.

**Third**, parents need to understand and appreciate the uniqueness of each child. There is no same person in this world, even they are twin, so parents need to be aware of this, for example, when parents praise their children's work – whether a painting or narrative – they should not compare it with other children's work. Yet, give them rewards, and show that parents are proud of their work. Similarly, when parents give responsibility to their children, it is need to be adapted to their abilities, talents, and interests, especially which are related to their ideals. Children are also accustomed to understand the fact that every person believes that his religion is the truest religion. This is correct, while the incorrect one is to blame other religion.

**Fourth**, habituation of help each other by providing activities which gives responsibilities for a child to help other child without placing himself in upper and lower position than other child he has helped for. Parents understanding that everyone has strengths and weaknesses as already mentioned above, is important to train children to cooperate with others so that they can coexist each other.

**Fifth**, an exemplary, it means parents should always be aware that their action and behavior will always be imitated by their children. Giving an example or role model for parents is a very fundamental thing to child's tolerance. The basic character of a child is tendency to imitate behavior of parents or siblings in a family environment. Therefore, parents need to give examples on how to be respect others, mutual care, and cooperation. Avoid any actions or speeches that are disparaging or harassing others, including a burst of word jokes that are indiscriminate and lack of respect for others which is actually counter-productive to the efforts of developing a tolerant attitude toward children.

Parents also need to be able to see themselves/their family in the context of equality with other people's families. When such behavior can be developed, children would be able to behave, how to admire the greatness of others without having to humble themselves. This is the essence of tolerant behavior. Children understand that there is no higher and no lower in social life.

## E. CONCLUSION

From the above description, it can be conclude as the following:

1. Children in early childhood are often called golden age; it is a best period for developing character education. Therefore, this is a critical period for children in which the development obtained is highly influential against the development of the next period up to adulthood.

2. Golden age only comes once in a person's life. So, it is necessary to apply appropriate education and significant impact for child growth and development, in order that it is not in vain. Character education in early childhood is expected to provide an alternative solution to build character and national character in order to form, familiarize, to instill tolerant behavior, that is mutual respect, mutual trust, mutual care, and mutual cooperation between the groups in society to create a comfortable, safe, and peaceful and conducive atmosphere to the progress of human civilization.
3. In family environment, parents can apply character education through: (1) giving affection, (2) giving exemplary of tolerance from parents and other family members, (3) creating a pleasant and democratic atmosphere, (4) understanding talents, interests, and uniqueness of each child, and (5) habituating mutual respect, care and help each other, do not discriminate race, religion, ethnic, and groups.

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