

PROCEEDING

THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR

Values – Based Learning for Wonderful Children

Yogyakarta, November 22nd 2016

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Teacher Education “Madrasah Ibtidaiyah”

Faculty of Tarbiya and Teacher Training
State Islamic University Sunan Kalijaga
Yogyakarta

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Editors:
Istiningsih
Muqowim
Aninditya Sri Nugraheni
Fitri Yuliawati

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Penulis : Diane G. Tillman, et al.
Editor : 1. Istiningsih
2. Muqowim
3. Aninditya Sri Nugraheni
4. Fitri Yuliawati
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Kerjasama:

Penerbit Literasi Media

Karanganyar-Klodangan 004/027 Sendangtirto Berbah Sleman
D.I. Yogyakarta 55573
Phone : +6281555666954
Email : literasimedia01@gmail.com

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**PREFACE: PROCEEDING THE 3rd SUMMIT MEETING ON EDUCATION
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“Values – Based Learning for Wonderful Children”**

Alhamdulillahirabbil'alamin. Wabibinasta'in 'alaumuridunnyawaddin. Wash-sholawatuwassalamu'al aasrofilanbiya'Inalmursalin. Wa'alaalibiwaashabihajmain. 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 Ibrahimiyah 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

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CHARACTER EDUCATION IN GLOBALISATION ERA

Mardiah Astuti

Abstract

At present, globalisation has grown rapidly. It implies on the present education development. Character education is essential to grow and develop the learners' personality in cultural noble and deity values be believed.

Information world development delivers somebody to struggle following the existing development, which means that it is a rational learning. In this globalisation element, character education becomes very crucial in building superior individuals with a certain nation's culture.

Character education is inline with the moral guidance. It is because the term character is closer to individual term. Therefore, character education is an effort of guiding, good values embedding possessed by individuals universally in order to experience a life as social creature. Character education is started from good individuals and things that build normal individual in experiencing life. The character education process is the education process itself towards universally perfect individuals.

The implementations of character education in globalization were:

1. Informal institution, which was family. Family education was the first pillar of a child's personality.
2. Formal education. Education was implemented on education institution legalized by the government, such as school and college.

Keywords : *Character education, globalisation*

A. Introduction

Education is aimed to grow and develop individuals to become superior. Individuals or men are also contiguous and follow the education process which is carried out in the environment in which they live. Education process was started from pregnancy to birth. Education attempted somebody to grow and develop based on the potential they had. Similar to national education, it was aimed to educate the life of nation as written in the Act No.20 Year 2003, Section 3 which mentioned that:¹

“National education had function to develop the competence and build the character and nation's civilization in order to educate the nation life, aimed to develop learners' potential to become faithful and cautious towards the One Almighty God, have noble, healthy, knowledgeable, skilled, creative, independent characters and become democratic and responsible citizens.”

Education became a primary thing for the continuation of human life. For the nation, country and religion believed by each individual. The process was experienced differently, it was adjusted in which they grow and develop.

1 Undang-Undang Sisdiknas. *Undang-Undang SISDIKNAS (UU RI No. 20 Th. 2003)*. (Jakarta: Sinar Grafika, 2013), hlm. 7.

The development of globalisation and information world delivered an individual to follow the existing development. It meant that they study and learn rationally. On the present globalisation element, character education became very important in building superior individual with cultural and nation values in a country. Therefore, the development of human resource was developed since they were a child. Thus, character education became the discussion that has been continuously discussed until today. Character building was a moral development, cultural and ethical noble values. Thus, the development which occurred in globalisation era could be balanced with character education that had been developed as early as possible started from the family, society, and environment.

B. Character Education Understanding

Education term came from Greek, which was *paedagogos*. It came from the term *paedos* and *agoge*, therefore, *paedagogis* meant the work guided.² While in Arab language, education came from the term *al-tarbiyah*, *al-ta'lim*, and *al-ta'dib*. The term *al-tarbiyah* had meaning of improving, maintaining, keeping, beautifying, parenting, giving meaning, organizing, and conserving. Al-tarbiah was defined as an effort to prepare an individual for the life which more perfected ethic, was able to think systematically. While *al-ta'lim* was defined as teaching. While *al-ta'dib* was defined as politeness education.³

The term of education was a guidance or learnership done consciously by educators towards physical and spiritual development of the learners towards the building of major personality.⁴ Education was an effort of guiding done towards learners to be better individual and were able to develop their potential and became perfect and smart individuals.

The term of character came from the Greek term, which was *charassein* which meant *to engrave*. The term *to engrave* could be translated to carve, paint, sculpt, or inscribe. According to Indonesian dictionary, the term of character which meant character, mental characteristics, or morals which distinguished somebody with the other, and moral. It meant that characterized individuals were they who had personality, characteristic or character.⁵

According to Thomas Lickona “*character as knowing the good, desiring the good, and doing the good*.” Parvez concluded from some definitions on character education. There were conclusion taken from some definitions, here are the elaborations:⁶

1. Morality was a character built in somebody's personality. Spirit strength.
2. Character was the manifestation of the truth, and it was the adjustment of the emergence on reality.
3. The effort character adopted merit as a movement towards a residence. While crime was anxiety feeling which came from human potentiality without achievement if they stayed at the same direction without the ignorance and finally it disappeared.
4. Character was self-independency.

2 Ramayulis. *Ilmu Pendidikan Islam*. (Jakarta: Kalam Mulia, 2008), hlm. 30

3 Suroso Abdussalam. *Sistem Pendidikan Islam*. (Surabaya: PT. Elba Fitrah Mandiri Sejahtera, 2011), hlm. 17-19

4 Ramayulis, *Op.cit*, hlm. 31

5 Marzuki. *Pendidikan Karakter Islam*. (Jakarta: Bumi Aksara, 2015), hlm. 20

6 Muhammad Yaumi. *Pendidikan Karakter*. (Jakarta: Prenadamedia Group, 2014), hlm. 7

5. In general, character was defined as individuals' attitudes towards environment expressed into action.

Of the definition, the character education was harmonious with moral guidance. Since the term of character was closer to personality or called as moral. Therefore, character education was an effort of development, embedding, merit values universally possessed by individuals in order to experience social creatures.

C. Character Education Concept in Islam

Character education had become the major material in some recent years. Education which more emphasized on individual personality building towards better. Character education intended was personality values, noble values which were built on good personality, built their identity, such as honesty values, independency, politeness, emotional or spiritual intelligence. Therefore, it could be understood that character education was built not only until the scientific knowledge delivering, but also character education built byu guiding, exemplary, and habituation towards learners.

Character education in Indonesia is based on nine basic characters, which were;⁷

1. Love of Allah and universe
2. Responsibility, discipline and independency
3. Honest
4. Respect and polite
5. Affection, care and cooperation
6. Self-confidence, creative, work hard and never give up
7. Justice and leadership
8. Kind and humble, and
9. Tolerance, love of peace, and unity

Character education was built on merit values based on nation character. In Indonesia, there were four sources to develop character education values, which were;⁸

First, religion. Indonesia was religious country. The life system built by the Indonesian society based on religious foundation believed. Therefore, values, life order which could not be separated from religious matter. Thus, character education values should be based on values and guilines from religious teaching believed.

Second, Pancasila. The Unitary State of the Republic Indonesia was upheld on national and state life principles or called as Pancasila. As in the Preamble of the Constitution 1945 which was furthermore explained directly into sections as in the Constitution of 1945.

Third, culture. Cultural values became the basic of meaning giving towards a concept and meaning in communication among social member. Culture became important in society's life which required a culture became a value source in cultural and character education.

Fourth, the objective of national education. It was formulated by national education in Act of Indonesian Republic Number 20 Year 2003 on National Education System (Sisdiknas Act) about the function and objective of national education.

7 Zubaedi. *Desain Pendidikan Karakter*. (Jakarta: Prenada Media Group, 2013), hlm. 72

8 *Ibid*, hlm. 73

On Section 3 Act of Sisdiknas, it was mentioned, “National education had function to develop the competence and build the character and nation’s civilization in order to educate the nation life, aimed to develop learners’ potential to become faithful and cautious towards the One Almighty God, have noble, healthy, knowledgeable, skilled, creative, independent characters and become democratic and responsible citizens.”

According to National Education Ministry (Kemendiknas):

“Character education was an efforts designed and implemented to systematically help learners in understanding human’s behavior related to The One Almighty God, themselves, among human, environment and nationality manifested in their mind, feeling, words, and religious norm actions, law, manners, culture and custom.⁹

Which meant that character education became the initial base in determining learners’ development. Deity and merit values embedding had been explained in national education system. Making, manifesting, and building perfect individual that became the objective of national education. They were not only smart intellectually but also intelligent complexly.

1. There were five character education objectives; which were;¹⁰
 - a. Developing spiritual/heart/and affective potential of learners as human that had nationality character values.
 - b. Developing habits and behaviors of learners with commendable things without ignoring total values towards religious nation.
 - c. Developing leadership soul and learners responsibility of learners to become independent individual.
 - d. Living and developing school life to become more friendly, safe, honest and full of creativity.

2. There were three character education functions, which were;¹¹
 - a. The building and development of potential.
Character education directed learners to think well and kind, behave well as he principles of Pancasila life.
 - b. Improvement and Strengtening
Character education was an effort to do improvement and strengtening family life, education unit, society and government to participate and be responsible in building the citizens’ personality.
 - c. Sorting
Character education had function to sort the culture and other cultures which were not appropriate with national character culture.

9 Kemendiknas. *Desain Induk Pendidikan Karakter Kementerian Pendidikan Nasional*. (Jakarta,2010), hlm. 124

10 Zubaedi. *Desain Pendidikan Karakter. Op,cit*, hlm. 18

11 *Ibid.*,

The three functions were done through;¹²

1. The strengthening of Pancasila as the country's principles and ideology.
2. Constitutional value and norm inauguration of the Constitution 1945,
3. Commitment strengthening of Unitary State of Republic Indonesia (NKRI)
4. The strengthening of diverse values as the conception of Bhineka Tunggal Ika.
5. The strengthening of superiority and competitiveness of the nation for the social life continuation of a country.

Lickona explained that there were three domains which were symbolized anatomically, such as;¹³

First, brain. Because it the spot where we analyzed information, understood and comprehended reality in and outside himself.

Second, the function of hand and foot had function as as action meaning.

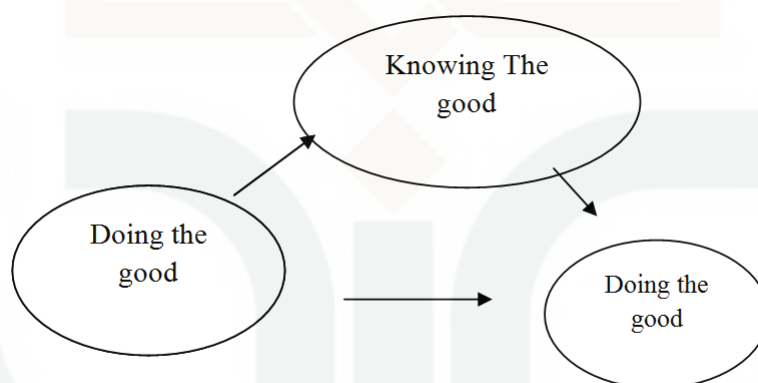
Third, heart. Since in the character education, the heart became universal in creating comfortable, beautiful condition which grew happiness.

The explanation stated that domain in character education as in humans' anatomy and orked together among brain, hands, and heart.

Lickona gave domain scheme on the importance of character education, such as :

1. *knowing the good*,
2. *doing the good*,
3. inner motivation element

Lickona's tripartite scheme of character education



This scheme explained that character education was started from a good individual, from good things which built normal and good individual to live. The character education process was the education process itself towards universally perfect man.

The concept of Islam explained character education, this hadits explained character education values started from family as the place of growing and developing an individual's personality;¹⁴

12 *Ibid*, hlm 18-19

13 Doni Koesoema. *Pendidikan Karakter*. (Yogyakarta: Kanisius, 2015), hlm. 157

14 Ahman Sahlan & Angga Teguh Prastyo. *Desain Pembelajaran Berbasis Pendidikan Karakter*. (Jogjakarta: Arruzz Media, 2012), hlm. 23.

كل مولد يولد على الفطرة فأبواه يهودانه أو ينصرانه أو يمجسانه. (رواه
امام بيهقي)

Which means that “each child was born and brought religious disposition (belief of Allah), thus both parents made him as a Jewiish, christian or Majyusi.

In this case, the roles of parents were to determine their growth and development by terming deity values believed by both parent. Therefore, parents and family of the individual who gave the basic character development of the children.

Here is the table of value and the description of character education;¹⁵

No	Value	Description
1	Religious	Submissive attitude and behavior in performing their religion prayer, being tolerant towards the implementation of other religious prayer, and living in harmony with other religious believers.
2	Honest	A behavior which based on the effot to make himself as a trustable individual in words, actions, and works.
3	Tolerance	Attitude and action of respecting differences of religion, ethnic groups, opinions, attitudes, and action of other people.
4	Discipline	Action which showed orderly and submissive behaviors on various conditions and rules.
5	Hardwork	Behavior which indicated trully efforts in handling various learning or task obstacle and finish them well.
6	Creative	Thinking and doing something to create a new way or result of what has been owned.
7	Independent	Attitudes or behaviors for not easily depended on other people to finish their assignments.
8	Democratic	Thinking and acting way in valuing similar rights and duties in themselves and other people.
9	curiosity	Attitude and action struggled to know deeper and wider of something learnt, seen and heard.
10	Nationality Spirit	The way of thinking, acting and having insight which put national interest on individual and group interest.
11	Nationalism	The way of thinking, acting and doing something indicated high faith, care, and respect towards the nation, physical, social, cultural, economic, and political environment.
12	Respecting achievement	Attitudes and actions which encouraged himself to create useful thing for the society, recognized and respecting other people's success.
13	Associative/communicative	An action which showed happy feeling to speak, associate, and cooperate with other people.
14	Love of Peace	Attitudes, saying and actions which cause other people to feel happy and secure on his presence.
15	Love of Reading	Habit to provide time for reading various text which gave goodness for himself.

15 *Ibid*, hlm. 74-76

16	Attention towards the environment	Attitudes and actions which always tried to prevent damage on natural environment and developed efforts to improve the damage.
17	Social Attention	Attitudes and actions which always wanted to give assistance towards other people and the society who needed it.
18	Responsibility	Attitudes and actions of an individual to implement their task and duty which should be done, towards himself, society, environment (natural, social, and cultural), nation and the One Almighty God.

D. Implementation of Character Education in Globalisation Era

Recently, the more rapid information development gave easiness to whomever to keep interacting one to another. As a result of moer rapid information technology, wee could easily study at any place we wanted.

In this case, character education became the discussion that was continuously discussed because it became an important matter for the education development in Indonesia. Various problem complexities in education became one of primary character education in education development.

Science and technology were developed to bring up belief, Islamic and devotion.¹⁶ The change and development of era ran very fast. The change occured maratonely. It could be seen from agricultuyral to industrial change, from industrial to informational, and from informational to globalization..¹⁷

Character education was not only built on education from family and school, but also the society. The pattern that was very synergized in character education was education on society. A good society would deliver a good character building.

Information development did not ignore to interact one to another. The printed and digital mass media that became more sophisticated had a role in present social interaction. In this case, character education became the central attention in family, school, college and society group.

As what was understood that the three pillars in character education were family, school, and society. In this case, globalization era gave a room to quickly move. If it was seen from social science, it had significant effect towards social relationship in social science aspect.

Globalization current gave deduction towards restrictions of a country, lost of area border, the constringency of country's border, trade, and narrower social interaction. It could be understood that globalization consists of the word global, which meant universal and *lization* which meant a process.

Indirectly, globalization was a process in which there was restrictions in a country. Therefore, the interaction among countries did not have area border, and it gave interaction easiness globalization.

16 Sutrisno dan Suyatno. *Pendidikan Islam di Era Peradaban Modern*. (Jakarta: Prenada Media Group, 2015), hlm. 10

17 *Ibid*, hlm 11.

The implementations of character education in globalization were:

1. Informal institution, which was family. Family education was the first pillar of a child's personality.
2. Formal education. Education was implemented on education institution legalized by the government, such as school and college.

As required by imam al-Ghazali, students had a teacher to build Islamic character as the education objective according to Al-Ghazali that was building the character to have *karimah* character.

E. Conclusions

It can be concluded that character education was harmonious with character building. It is because character is closer to the term personality. Therefore, character education is an effort of guiding, embedding good values possessed by individuals universally in order to experience their lives as social creatures.

Character education is started from a good individual and things to normally experience life. The character education process is the education process towards universally perfect individuals.

Character education in Indonesia is based on nine basic characters, which are:

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8. Kind and humble, and
9. Tolerance, love of peace, and unity

Character education was built on merit values based on national character base. The implementations of character education in globalisation era are; first, informal institution, which is family. Family education is the first pillar of a child's personality. Second, formal education. Education is implemented on education institution legalized by the government, such as school and college.

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