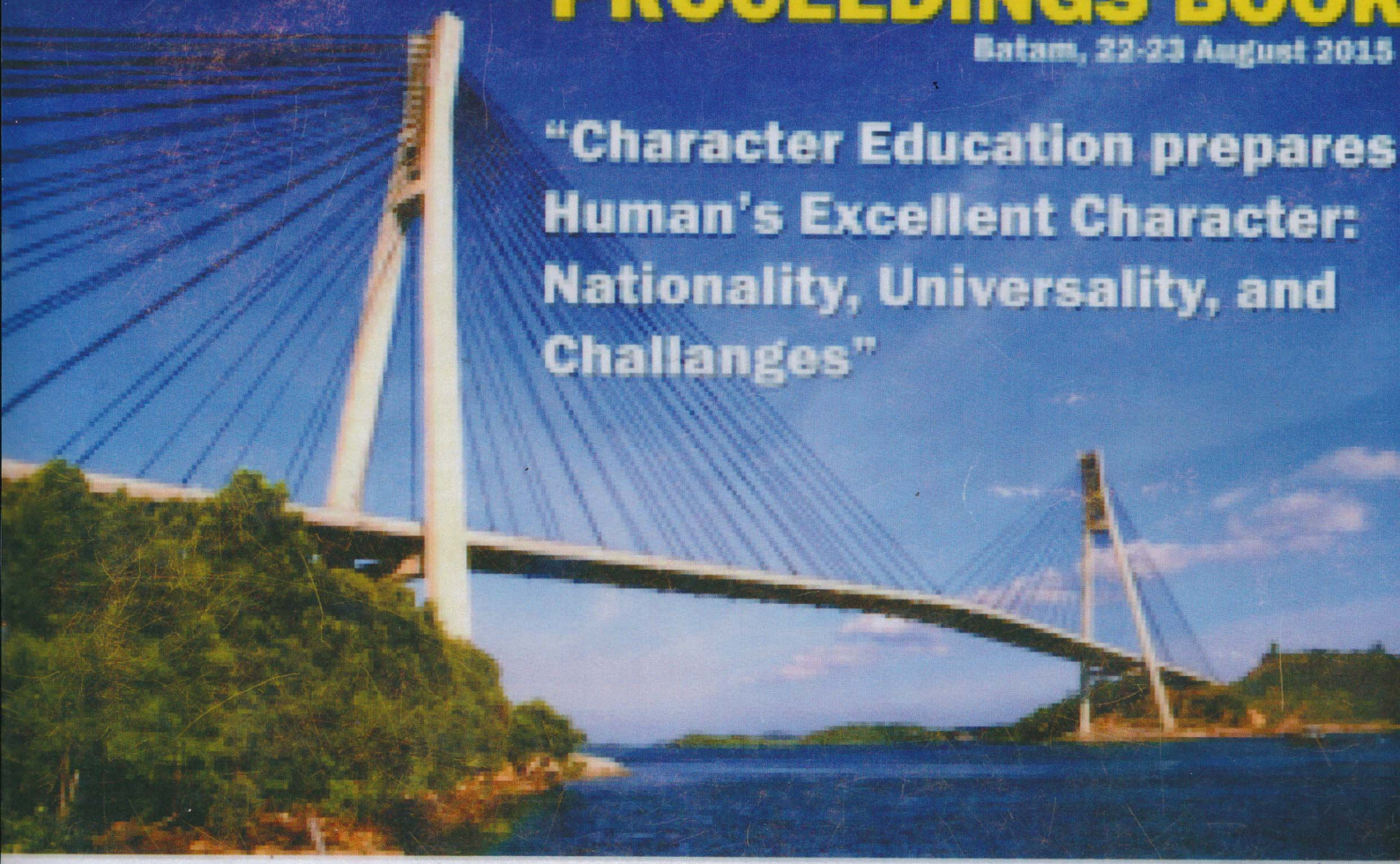
1st ICCE

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 Challanges"

Organized by:

Sekolah Tinggi Agama Islam (STAI) Sultan Abdurrahman

Universiti Tun Hussein Onn Malaysia (UTHM)

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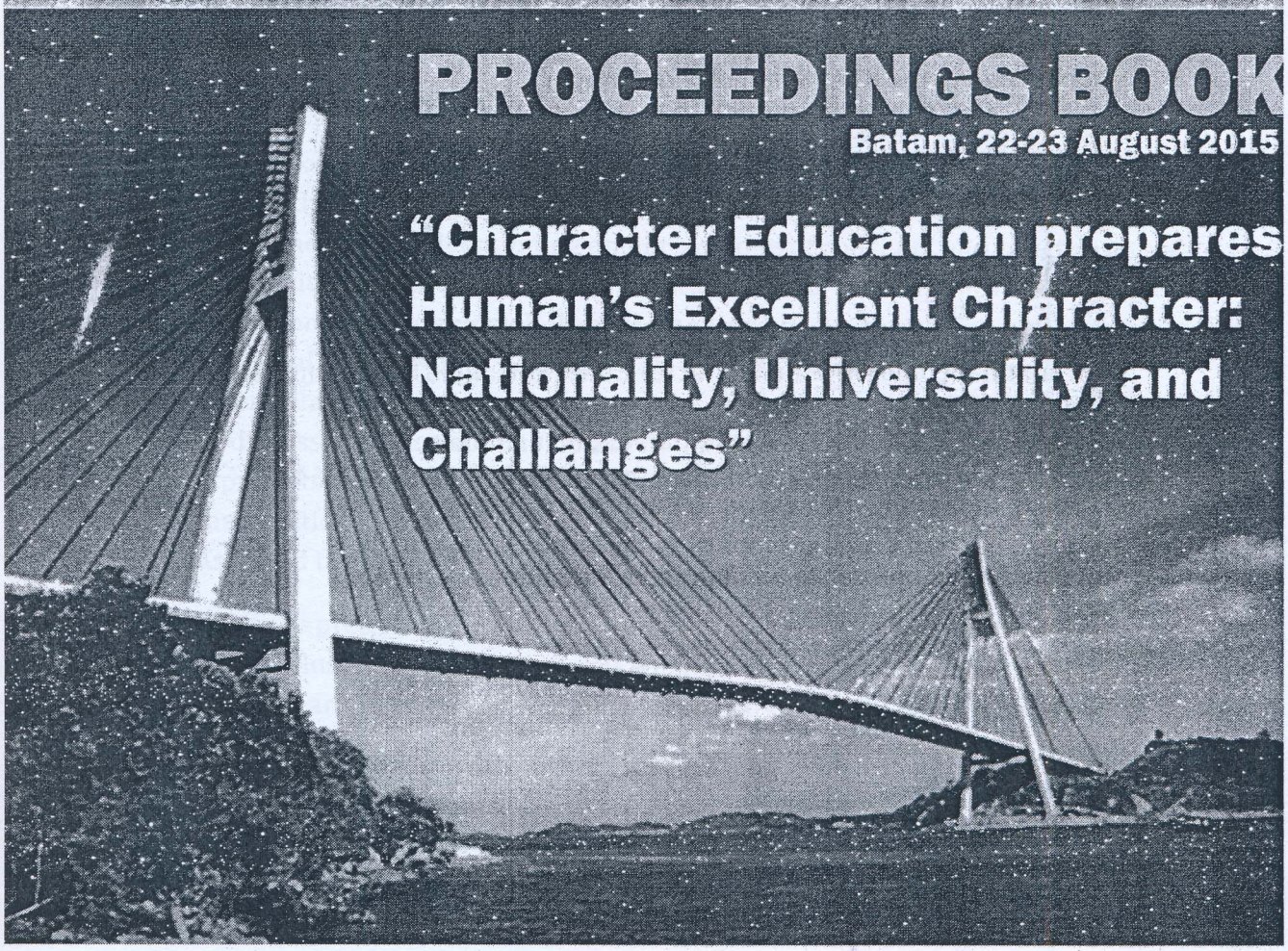

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"Character Education prepares Human's Excellent Character: Nationality, Universality, and Challanges"

ed by:

Tinggi Agama Islam ıltan Abdurrahman	Universiti Tun Hussein Onn Malaysia (UTHM)

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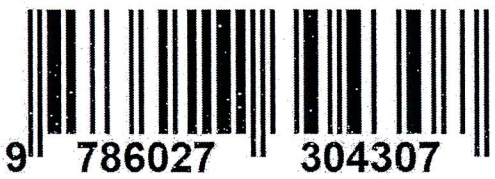

FOREWORD

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 1st 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 1st 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 incerely 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 1st 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 1st ice 2015.

Regards

DR. CHABLULLAH WIBISONO
Chairman of International Conference on Character Education 2015

REVIEWERS

Prof. Madya Dr Kamarolzaman Bin Mohd Jidi (Universiti Tun Hussein Onn Malaysia)

PM Dr. Razali Bin Hassan (Universiti Tun Hussein Onn Malaysia)

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Dr. Rafiuddin Afkari (Universiti Tun Hussein Onn Malaysia)

Puan Robijah Binti Kamarulzaman (Universiti Tun Hussein Onn Malaysia)

CONTENTS

FOREWORD iii

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

Message from Chairman of International Conference on Character Education v

REVIEWERS vi

CONTENTS vii

TRACK 1: EDUCATION

Competency of Integrated Living Skills Teachers in Inculcating Critical Thinking Skill in Learning and Teaching Process **1**
Rasidayanty Saion[1], Siti Salwa Ab. Manap[2], Jamil Abd Baser[3]

Student's Cognitive Level at Advanced Technology Center Batu Pahat on Development of Creativity & Innovation **10**
Abdul Rahim Bin Md Tahir[1], Jamil Bin Abd. Baser[2]

The Competence Of The Integrated Living Skill Subject Teacher In Applying Communication Skill In The Process In The Process Of Learning And Teaching **19**
Siti Salwa binti Ab. Manap[1],Rasidayanty binti Saion[2], Jamil bin Abd. Baser[3]

An Analysis of Positive Politeness Strategies In Teaching **28**
Dahrul Aman Harahap[1], Suswnato Ismadi Megah S[2]

The Profile of Teaching Skill Readiness Of Candidate Teachers Through Micro Teaching Practice in Unrika Batam **33**
Sri Sugiharti

Aplications Moving Average Methods to Forecast the Number of Student SMPN 11 Batam Academic Years 2016-2020 ..... **38**
Tubagus Pamungkas[1], Umi Rofiqoh[2]

A Review of Selected Theories and Their Applications to Encourage Higher Order Thinking Skills Using the Questioning Method by Teachers **43**
Nelly Ezatul Fazlina binti Md Sah [1], Siti Mizarina binti Ghazali[2], Abdul Rashid bin Abdullah[3],Halizah binti Awang[4],

Effectiveness of Teaching and Learning Science in Higher Order Thinking Skills 21st Century: A Review Literature **54**
Nor Hayati binti Ismail[1], Kamarolzaman bin Hj Mohd Jidi[2]

Empowering Novice Teacher Professionalism through Effective Mentoring **65**
Rosmizana Binti Yahya [1], Hamidah Binti Mohamed[2],Shamsiah Binti Sidek[3], Yusof Bin Boon[4]

The Influence Factors of Teachers' Attitude When Using Computers in the Classroom: A Review **76**
Shamsiah binti Sidek[1], Muhammad Amin bin Simon[2], Rosmizana binti Yahya[3],Nor Hayati binti Ismail[4], Azman bin Hasan[5]

Approaches in The Implementation Of Character Education **85**
Eri Munastiwi

Character Education Philosophy **91**
Istiningsih

School Based Management in Improving The Quality Of Education **97**
Said Maskur[1], Sudirman Anwar[2], Syarifah Normawati[3], Hardi Selamat Hood[4]

Cultural Distortion When the Character Education Incessantly Towards Children of Civilized Nation Which Is Uncivilized Nation **101**
Yunisa Oktavia

Developing tolerant attitude through character education in family environment **106**
Sri Sumarni

The Implementation of Problem Posing Approach in Mathematic Learning on Improving Students' Logical Mathematical Thinking and Problem Solving Ability in High School **106**
Dahrul Aman Harahap[1], Fauzan Jafri[2], Dwi Afrini Risma[3]

School Model Development Enterprise Techno to Produce Entrepreneurs among Vocational College Graduates **121**
Hamidah Binti Mohamed[1], Dr Badarudin Bin Ibrahim[2], Nur Bahiyah Binti Abdul Wahab[3],Rosmizana Binti Yahya[4]

Improving Learning Motivation by Employing Library **129**
Shabri Saleh Anwar[1], Said maskur[2], Alpino Susanto[3], Sudirman Anwar[4]

A Review on Moral Values in Education and the Impact of Student Discipline **132**
Siti Mizarina Binti Ghazali[1],Nelly Ezatul Fhazlina binti Md Sa[2], Dr Yusmarwati Binti Yusof[3]

How Does University Student's Language Anxiety in Final Thesis Defense Influence Their English Speaking Ability? **142**
Alpino Susanto, Rafiuddin Afkari, Mukmin, Amir Daus

Social factors and English achievement of junior high school students **152**
Alpino Susanto[1], Kamarolzaman Bin Mohd Jidi[2], Rafiuddin Afkari[3], Khairudin Said[4]

Evaluation On The Indonesian Language Instruction In Higher Education **167**
Sri Yuliawati[1], Jamil, P, Razali bin Hasan[2], Rafiuddin Afkari[3], Noraini binti Kaprawi[4]

Excellent Character Education of Students Lecturing a Concept and its Implementary **179**
Na'imah

The Handling of Juvenile Delinquency Through the Arrangement of Senior Secondary School (SMA) Islamic Education Curriculum", aimed at formulating the Lesson Plan **186**
Pudjo Sumedi [1],Ihsana El Khuluqo [2], Jamil[3], Rogayah[4], Syarifah[5]

Socio-Educational in Students' English Language Achievement **195**
Alpino Susanto[1], Fazlinda Binti Ab Halim[2], Rafiuddin Afkari[3], Syarifah[4]

Monitoring Education Problem on Coastal Society in the Small Islands Region **205**
Rianto[1], Azman bin Hasan[2], Md. Akbal bin Abdullah[3]

Character Education and Its Implementation in Guidance Counseling Services **210**
Tohirin

TRACK 2: ISLAMIC STUDY

Shalat Determination Toward Employees Performance **218**
Chablullah Wibisono[1], Hardi Selamat Hood[2]

Educational Characteristics of Sufi Brotherhoods **234**
Muhammad Faisal[1], Pauzi[2], Rafiuddin Afkari[3]

An Islamic education guidance in prison: improvsing women prisoner's faith **242**
Siti Marfuah[1] , Rafiuddin Afkari[2], Razali Hassan[3], Alpino Susanto[4]

Transformation of sufi teachings in the Malay literature sufism: effort to strengthening the character education based on local wisdom in Kepulauan Riau ***253***
Muhammad Faisal[1], Rafiuddin Afkari[2], Sudanto[3]

Determination of faith to book of Allah towards religious performance ***261***
Chablullah Wibisono[1], Hardi Selamat Hood[2]

The Idec of Neo-Sufism and its Contribution for Humanity : A Brief Analysis ***276***
Muhammad Faisal[1], Rafiuddin Afkari[2], Pauzi[3]

TRACK 3:SOCIAL SCIENCES

The Locating Pictures on a Map Activity: Developing the Young Children's Spatial Ability and Spatial Reasoning ***285***
Dahrul Aman Harahap[1], Dwi Afrini Risma[2]

Effect of Investment, Labor Against the Gross Domestic Product of Riau Islands Province ***295***
Albert Gamot Malau

The Effect of Commitment and Motivation Toward Teacher's Performance at Tanjung Balai Karimun in Indonesia ***303***
Hazriyanto[1], DR. Badaruddin Bin Ibrahim[2], Franky[3], Mu'min[4], Amir Daus[5]

The Effect of Inventory Turnover to Operating Profit Case Study at PT Astra Agro Lestari Tbk Listed on The Indonesia Stock Exchange for the Period of 2012-2014 ..... ***317***
Hazriyanto[1], Mohd Arif Agam[2], Abd. Basith[3], Rafiuddin Afkari[4], Amir Daus[5]

The Role of Information Communication & Technology as enabler of Knowledge Management Process to Bring Innovation in Creative Industries (Batam Case) ***329***
Cosmas Eko Suharyanto[a], Fergyanto E Gunawan[b], Syarifah Normawati[c], Rogayah[d]

The Role Of Parliaments In Strengthening The National System Of Public Health ***338***
Hardi Selamat Hood[1], Alpino Susanto[2], Hazriyanto[3]

Act of analysis Number 40 In 2007 about Response Company Seen from difference listing Response Company Citizen of Indonesian toward Financial Capital Construct by Citizen of foreign (Study Case at Notary Office Andri Yuko, S.H., M.Kn) ***343***
Irene Svinarky

TRACK 4: MANAGEMENT & LEADERSHIP

The Development Model of K-Workers among Technical Graduates in Batam Universities ***352***
Teguh Iman Santoso,[1] Razali Bin Hassan[2]

Incentives, Discipline, and Work Unit Performance at SMP Negeri 1 Moro on Tanjung Balai Karimun in Riau Islands Province, Indonesia ***359***
Hazriyanto [1], Badaruddin Bin Ibrahim [2], Mu'min[3], Frangky Silitonga [4]

The Effect Of Organizational Culture, Teaching Experience And Education Level Towardslecturer Professionalism At Riau Kepulauan University Academic Year 2012/2013 ..... ***373***
Fitri Yanti

Moral Education through wearing Ihram cloth during Hajj season ***386***
Erizal[1], Halimi Bt. Md. Khalid[2], Azita Bt Ali [3]

Effect of Application Services of Customer Service, SMS Banking and Customer Relationship on Customer Satisfaction at PT Bank Mestika Dharma ***393***
Hendi Sama

Implication of Problem-Based Learning Model Learning toward Mathematical Problem Solving Skills and Self-Regulation of SMPN 20 Students in Pekanbaru ***401***
Risnawati

Organizational Climate and Job Motivation to Job Satisfaction for PNS Province the Archipelago of Riau ***409***
Hazriyanto [1], Khairudin Said[2], Sadi Maskur[3], Syarifah Normawati[4], Hardi Selamat Hood[5]

User Perspective Analysis DPACK-R System Yamaha ***420***
Heri Nuryanto, Syaifullah

Waste management environmental in Batam City ***427***
Timbul Dompak[1], Ul Qadri[2], Ganda Sirait[3]

Approaches in The Implementation of Character Education

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ABSTRACT

In solving the country's problem, an appropriate way or strategy is required. The strategy can be done through the paths of family, school, community and government. Family path is the first and foremost in the realm of education and upbringing in character building. Likewise, school path is the strategic place to develop the character, because children spend more time in school. In addition to the two paths, there is community path or also reffered as the environmental path. Last but not least is the government path because govlernment is the decision maker in the implementation of character education. The government executes it through its policies. Each of these four paths has its own role. However, they have to be be in synergy in order to achieve the goals of the character education. Of the four paths, the education path is the most important one. Teachers, the educators have to choose the appropriate approach in implementing character education. There are five approaches namely values inculcation approach, cognitive moral development approach, values analysis approach, values clarification approach, and action learning approach.

Keywords: approaches, character education, implementation.

1. INTRODUCTION

"The Quality of a country is strongly influenced by its morale" said Megawangi (2007) which further states that a civilization will decrease if there is demoralization in society. Many experts are of the opinion that morale is the first factor that should be built, in order to build an orderly, safe and prosperous society. One of the obligations of parents and educators (teachers) is to preserve and teach moral values. Moral values instill moral character that will form an important foundation of the formation of the order of a civilized and prosperous society. Thus the high quality of the nation's character will form a great nation. Instilling character requires a long process, it should be done as soon as a country gains its independence.

Similarly in Indonesia, since its independence on August 17, 1945,the country has proclaimed a superior nation building. The first President of the Republic of Indonesia, Ir. Sukarno, declared that in building a nation the nation needs nation and character building. National character has an immense role in the development of the nation. This is evidenced by the Chinese. With hard work and discipline, for approximately 30 years, the Chinese have managed to set its production machine. The industrious character is reflected on the spirit of the Chinese people who work 7 days a week. Meanwhile, high discipline can be seen from the success of the Chinese government in suppressing corruption problems among the bureaucrats. Currently China is the largest exporter and producer in the world. Thus, the issue of character is very important. So with the issues of national character ; the combination of hard work, discipline, and perseverance. If these three things cannot be realized properly, they will cause various problems.

Problems of nation building cannot be separated from moral issues such as delinquency, crime, corruption, and other violations. Therefore, morale is very important for the

country, because the quality of a nation is determined by the quality of the nation's morale. Thus the morale is a global problem that must be taken seriously. Some countries have attempted to resolve this problem through a variety of strategies and policies. So with Indonesia. The era of globalization which is happening today can affect the morale of the nation. The impact can be either positive or negative. Positive influences can give us an advantage, on the other hand negative influences can be detrimental to a person or group. The negative effect of globalization becomes one of the causes of the problems that occur. Those problems, are due to the strong influence of the information that came rapidly through the electronic or print media. The negative impact affects the morale so the moral issues become a topic of conversation and concern of various parties, especially parents, educators, community and government. The demoralization in society is characterized by the occurrence of various aberrations on norms, rules, laws, religion and ethics. Demoralization is caused by socialization process of moral education that occurs in the family, school, and society does not have a positive impact This condition can is termed as moral decadence.

This situation brings people to forget about character education. Likewise, the education has not been encouraging character education optimally. This is due to national education has not been able to enlighten the nation. Education loses its noble values. Though education is supposed to enlighten the noble values. National education has lost its spirit. Because it is subjected to market, it pays less attention to the enlightenment of the learners / students. Market without character will be destroyed because of the loss of character. The phenomenon is supported by the United Nations Educational, Scientific and Cultural Organization / UNESCO (2012), based on the assessment on Education Development Index (EDI) or Education Development Index, Indonesia ranked 64th out of 120. The total value of EDI obtained from the acquisition of the four categories of assessment summary , namely primary education enrollment rate, literacy rate at age 15 years and above, participation rates according to gender equality, and the number of students up to grade V Elementary School. In addition, the United Nations Development Programme / UNDP (2011) reported that the Human Development Index (HDI) or Human Development Index (HDI) Inodonesia's rank decreased from 108 in 2010 to124 in 2012 from 180 countries. And on March 14, 2013 reported rose three ranks, become rank 121 of the 185 countries. These data include aspects of labor, health, and education. Judging from the rough ranking, there was an increase, but when seen from the number of participating countries, the result stayed the same.

Problem of decline in character, due to various factors, including the education factor. Education is an institutional mechanism that can accelerate the development of the nation's character. Of the same opinion with Rajasa (2007) that there are three principles of character building of the nation. First, education as an arena for the re-activation of the noble character of Indonesia. Historically Indonesia is a country that has the character of heroism, nationalism, heroic nature, the spirit of hard work, as well as overcoming the challenges boldly. Nusantara kingdoms in the past are the evidence of the success of the development of character who scored advanced, cultured and influential society. In the era of the 40s Indonesia gained its independence. Then in the 50s held Asian-African Conference in Bandung. In the 70s became a place of study for numerous studied foreign students and intellectuals. We should not be complacent with past glories, but making the necessary motivation and spirit to foster a positive mentality that must be resurrected. Second, education as a means to generate a national character that can accelerate the development as well as mobilizing domestic potencies to improve the nation's competitiveness. For the latter mentioned, allow me to convey two important characters, namely competitive character and innovative character. Competitive character has the

essence of a mentality and character that encourage high learning spirit. Familiarization of this character will encourage interest to continue learning to understand and overcome the problems faced. Innovative character has the essence of a mentality and character that encourage people making new innovations in various ways. Third, education as a means to internalize the above aspects, the successful re-activation of ancient culture and innovative and competitive character, into all aspects of life of the nation and development programs. This internalization should be a concerted effort from the entire community and the government.

Thus the character issues must be addressed immediately. To overcome these problems, the Indonesian government issued Law No. 20 of 2003 on National Education System, article 3 of the national objectives stated that the national education serves to develop the ability and character development and a dignified civilization in order to educate the nation, aimed at the development of learning participant's potencies / students to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. In addition, in article 4, paragraph 4 states that education is held by giving exemplary, building willingness, and developing the creativity of learners / students in the learning process.

Education has the role to build character by preparing learners / students who excel in character. Character building for learners / students is done through character education. Indicators of success can be measured by the character of the learners / students who can maintain the existence and personality amid the plurality of values and cultures of other nations. Therefore, it is expected that, when entering the global, era our nation can have an attitude of resiliance. Thus the world of education is increasingly being challenged. All stakeholders in education path are responsible for overcoming the problems of character. Although the responsibility of characters is a shared responsibility. Character in this case becomes a very important issue and a measure of success and quality of a nation. This is line with Syauki Bik (1984) who states that a nation is sustained by its morale, if the morale is damaged then the nation will break. Thus, characters include many values such as religiousity, honesty, tolerance, discipline, hard work,creative, and other values which will determine the success of nation building. Therefore, the most appropriate solution to solve the problem of the nation is through character education.

2. PROBLEMS

Every country faces challenges in building the nation. Likewise, Indonesia faces challenges. Severe challenges are faced in this globalization era. Indonesia must work hard in order to succeed. Success in facing the challenges is largely determined by the quality of cultured and reliable human resources . Therefore, improving the quality of human resources must be taken seriously. The character of a nation is an important aspect of the quality of human resources because it can determine the progress of the nation. Qualified character should be formed from early childhood. Early age is the critical age of character formation. Low charactered child is a child who has a low level of emotional and social development. The impact is children may experience difficulty in learning, cannot control themselves and difficulty in socializing. In the event of a failure in instilling values at an early age, it will cause problems as adults. This failure is very closely linked to the development of the nation.

Failure of a nation has to be kept an eye out for. According to Thomas (1987) there are ten signs of the destruction of a nation. First, the increasing violence in the neighborhood teens. Second, the use of language and words that are bad. Third, the influence of strong

peer-group concerning violence. Fourth, the increasing self-destructive behaviors, such as drug abuse, alcoholism and promiscuity. Fifth, the blurring of moral guidelines of good and bad. Sixth, the declining work ethic. Seventh, the lack of respect for parents and teachers. Eighth, the low sense of responsibility of individuals and citizens. Ninth, widspreaded dishonesty. Tenth, the mistrust and hatred between fellows. To anticipate the decline of national character, the role of parents, schools, communities and governments must be in synergy. Therefore, family serves as the basis for character education.

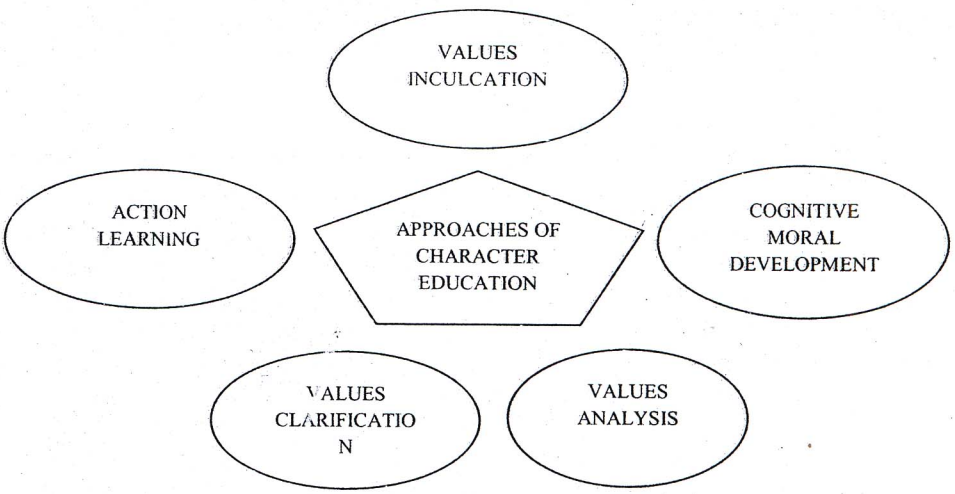
According to Munir (2010) there are values that must to be instilled by parents. Man yazra ', yahshud. 'As you sow, so shall you reap'. This is what we must uphold. If we want to get something, there must be an effort that we do to get it. Let us not allow ourselves to be just filled with wishful thinking and desire. Let us not allow ourselves to not getting anything we dream of it. Because the universe was created by God to us for our own sustainability. It depends on how we make an effort for the nature to support our wishes. Therefore, to dream big is the main capital, but the real action is the determinant of success. Parents who want their children to have good characters must make an effort to build them. Parents should take the time, energy, mind and resources to do so. Thus, the role of the family is very important in preparing the young generation. Education in the family can be in the form of value instilment carried out continuously.

In addition to family factors, in the opinion of Megawangi (2007) the family is instrumental in shaping the character of children. But social emotional maturity is strongly influenced by the school environment from pre-school age through adolescence. School is a very strategic place for character education. Children will spend most of their time in school, so that what is acquired at school will affect the formation of character. A successful education is an education which can shape human character indispensable in establishing an honorable country. As desired by Socrates 2400 years ago, the nature of educational goals is to make someone becomes a good and smart person. Educated people should Humans are supposed to be intelligent and wise, that is, those who can use their knowledge to do good and be able to live in harmony with the environment. No doubt, that the role of education is enormous in determining a person's character. The influence of the school environment is immense. This is because of socializing time with friends. Teachers also play an important role.

There are a lot of public complaints concerning about the decline of manners, ethics, and creativity of learners of elementary, middle school, and high school levels of education. These are due to the weakening of the culture and character education implementation of character education is uneven. There are some schools that implement character education well, able to integrate in the learning process and social life. But there are others that do not implement character education seriously. Some examples of declining character education are a breach of discipline, honesty (cheating), ethics, and violence (bulliying).So with the community. Lots of fighting going between learners (students). In addition, there are many traffic violations. Another example of this condotion is teenage promiscuity.

3. TYPES OF CHARACTER EDUCATION

In the opinion of Superka (1976) there are five approaches of character education, namely values inculcation approach, cognitive moral development approach, values analysis approach, values clarification approach, and action learning approach which are illustrated on the diagram below:



Values inculcation Approach: In addition to so-called value instilment approach, it is known as the traditional approach. This approach is widely used by the community, especially in instilling culture and religion. In culture instilment, people tend to strongly obey the rules or norms that have been established. Likewise religious believers tend to follow as well, because religious education contains the ideal values which are absolute and global. The embedded value must be credible and acceptable so that the educational process should be based on these values.

Cognitive Moral Development Approach: An approach that has the characteristics of the aspects of cognitive development. The approach that encourages liveliness of thinking about moral. According to Superka (1976) the purpose of this approach are: first to help students make more complex moral consideration based on the higher value, and second to encourage students to discuss reasons when choosing value and its position within a moral issue.

Values Analysis Approach: The approach gives a boost to students' ability to think logically by analyzing the problems related with the social value associated with certain moral values. This approach is easy to apply and has a systematic step. Values Clarification Approach: It is the approach which helps students in assessing the feelings and actions in order to raise awareness about the value. Action Learning Approach: The approach provides the opportunity for students to implement positive values or morals. The Implementation can be implemented independently or by group.

4. CONCLUSION

The most appropriate solution for nation building is through character education. The character education began early on to the end. Implementation of education is done through family, school and community paths. The most important path is education. In implementing the character education in schools, the appropriate approach is needed. The approaches are values inculcation approach, cognitive moral development approach, values analysis approach, values clarification approach, and action learning approach. In addition, the learning process should be packed in a fun way, and conducted continuously. The role of teachers is crucial, because the teacher must act as the role

model, an idol, and an inspiration for learners. If the character education can be implemented effectively and successfully, the problems in society can be overcome. Thus, character education is the right solution in the development of the nation.

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