The Performance of Indonesian Citizen Character and its Contributors of Senior High School Students in Sleman Yogyakarta Indonesia

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Abstract

Character education is as a current issue in Indonesia. Ministry of Education, ministry of Social Welfare care about character. The movement of building the character are designed through schools, community organization, higher or university institution. Research about character is interesting in Indonesia. Some research about it have already done. They described the character as mental that are belonging by someone. The research that try to classify the character based on the place where the person perform it, is seldom to be done. This research focused on Indonesian citizen character. There is very close relation between environment and the character. Inside the effort to build the character is education. Essentially, education is a condition. So the task of education is to design the conducive environment. This research studied deeply about the environments that surely effect the character building. The study was done for high school students in Sleman Yogyakarta Indonesia. The data was collected by questionnaire for students that were taken randomly. The result of data analysis was confirmed with observation. The result shows that family environment is the biggest in contributing character building of students. The students perform very good character of patriotism when they were at family environment; respect the national flag and patriotism when they were at school; against disintegration when they were at community, and respect all religions when they were at the self-environment. The students performed little bit low of character of against disintegration when they were at family environment; possess Pancasila attitude and love towards the nation when they were at school; respect national song when they were at community; and patriotism when they were at the self-environment. The environment that is low in character building should be empowered, in contrary the potential place should be paid attention.

Keywords: Indonesian Citizen Character; Environment

1. Introduction

Character of someone is as a result of the education. The definition of education is a condition, thus in order someone may grow well, so the task of educators is arrange the condition good. According this research, all people are educators for others, and environment is educator for people. It means that there is so close relationship both character and environment. Environment contributes the character of someone. Until now, there is no research about it. Most of the researches just thought that character is built by person such as mothers, fathers, and teachers. So most of researchers about character were done at school, and rare they were done at family or at home. This research thought different from others research. It tried to think comprehensively about environment. There are eight kinds of environments namely global, geography, history, community, school, family, politics, and self.

Until now, there is only a kind of character that actually it is called personal character or it is called personality. The meaning of personality is similar with personal character. This research classified the characters into three, namely (1) personal character, (2) social character, and (3) citizen character. The definition of each character will be written and described next chapter. There are some research about personal character. There is no research about social and citizen character. People don't differ about it, and they think that they are same and not necessary to be differed. This research tried to categorized characters in to three kinds. This research is focused on citizen character, specially Indonesian citizen character. or Indonesia citizen character. Research about other characters were also done, and they were written in different articles.

According to other source, new character is identified by personal character. An individual's character is not sterile, but it is contextual in the national and state life, so that the character is not elaborated theoretically, but involving (1) individual's personality character as citizens, (2) individual's characters as the national and social component, and (3) individual's as the national life component. These three character indicators will be revealed through this research.

This research studied about the performance of citizen character of senior high school in Sleman Yogyakarta Indonesia that is effected by their environment. The place for performing the students' characters are (1) at the family, (2) at school, (3) at community, and at (4) the self. The environments that were studied are (1) family, (2) school, and (3) community, they are assumed as contributors in character building.

2. Literature Review

2.1. Citizen Character

Character is as a popular issue in Indonesia at present. Research about character has already done by some researchers. Until now, people talk and think that character is defined as personality, temperament, or mentality. Form of personality such as honest, discipline, order, kind, good thinking, proper behavior, work hard, independent, creative, democratic, curious, patience and so on. According this research, it is called as personal character. There are other kinds of characters, namely social character and citizen character. A personal character is the way of treating themselves in the life. Social character is the way treating other people in national life. The indicators of social character are strong togetherness with any individuals, helpful, like to give, behave partially towards the citizens, responsible towards humanity, respect achievement/success, love of peace, and assertive. Citizen character is the way of react their environment in the national unity as Indonesian citizen, such as respect the national flag, possess Pancasila (Indonesian way of life) attitude, respect Indonesia national song, against disintegration, patriotism, love towards the nation, and respect all religions.

Respect the National red-white flag: emotional feeling to kiss the National Flag, feel suffer to see people treat the national flag not feasible (rip and burn), feel sad to see people use the national flag not appropriately. Has Pancasila Behavior: feel concerned towards students who do not follow Pancasila during the ceremony, societies that forget Pancasila, feel concerned towards the effort to make Pancasila shine is ignored by the societies. Respect national song: feel concerned to see students who do not sing the national song during the ceremony, feel concerned to students who feel innocent for singing the national song badly. Towards nation disintegration: curse movement that cause national disintegration and violence which occur among the citizens and cause cohesive fading on national unity, feel surrender towards the government's attitude who does not treat the citizens in urban and borderland equally. Patriotism: Curse all movements which cause Unity Country of Republics of Indonesia, uphold Government's action towards the slow borderland development. Nationalism: Support national unity, feel comfort to socialize with people from different ethnics, language and religion, support the Youth Pledge. Respect all religions: I do not limit to socialize with people in similar religion. We should respect the citizens' belief. All religions teach goodness.

2.2. Environment and Character

The performance of an individual's character is known using the parameter "human normative behavior." In responding his environment, an individual performs interaction mechanism between response and the impact of their environment if we agree that there is environment contribution towards an individual's character development. The impact is in form of environment effect which can cause an individual's character supporting value or that has power to influence an individual's character support. The power seen from the environment effect towards an individual's character is determined by the high reaction of the individual in reacting the power of environmental impact. Basically, the individual's reaction is the reflection of basic character of an individual. Therefore, the manifestation of transaction between the impact and response cause the interaction relationship as follow: (1) The Strong Impact and Response; There is such a tug activity between the impact and response which are strong, thus it cause strong character. Both symptoms are seen although one by one. The weak of mix character color occurs except on synergic characters. Each symptom is seen on a situation and condition which supports its emergence; (2) The Impact is Stronger than Response.

An individual's character performance is dominated by the effect color of impact, thus it does not defend or dominate response color; (3) The Impact is Weaker than response. The seen character is more colored by the basic character of the individual. The environment effect does not color the character. (3) The Effect and Response are Weak; There is a weak tug activity between the impact and response so that there is a mix character formed by them which each character is not clearly seen. On possible conducive situation, the emergence of character is colored by the color of impact and response, as a result the character color character is displayed.

How strong the environmental impacts such as the environment of media, religious awareness, family and society, school or environment within themselves to have the contribution towards an individual's character development are stated? The response of hereditary characters and the effect of education environment condition result are the real characters possessed by an individual. The character is in form of effective character stated by an individual towards his environment. This process results in real education which is able to build the individual's character.

3. Methodology/Materials

3.1. Type of Research

Based on the characteristics, this research is "Act post facto" which collects information from respondents during the research is conducted of the characters possessed by students shaped in the previous period. The respondents of this research were students who were considered as able to value themselves on the self-character and the shift so far. The respondents were taken randomly from students of Senior High School age. The numbers were taken 10% of the total numbers. As a result, it was obtained 2 Senior High Schools and 1 Vocational High School

3.2. Technique of Data Collection

The data were collected using questionnaire that consist of 21 statements for measuring the indicators of Indonesian citizen character namely (1) respect the national flag, (2) possess Pancasila attitude, (3) respect national song, (4) against disintegration, (5) patriotism, (6) love towards the nation, and (7) respect all religions.

3.3. Technique of Data Analysis

The data analysis using (1) descriptive analysis and (2) relationship analysis factors. The validity and reliability of instrument were processed using Magic Solver 2000. The highest reliability was $0,886 - 0,996$ following the standard 0.6 with the trust level which reached >85% and error level 15%. The instrument can be said as valid (minimal standard = 0,389) with some perfections, which are: (1) instrument format change. At least it is provided as few instrument points as possible, orders, and contents on each page of each column is rewritten on each page; (2) There are some questions points that should be simplified, for example the term of visionary, the spirit of anti-integration; (3) The use of democratic culture is replaced with democratic characters; (4) The spirit of anti-integration is replaced with the unity spirit.

4. Results and Findings

The Indonesian Citizen character and Its Contribution of Senior High School Students in Sleman Yogyakarta Indonesia
The data analysis result of the performance of Indonesian citizen character of Senior High School Students in Sleman Yogyakarta Indonesia is shown on Table 1 and Figure 1.

Table 1: The Performance of Indonesian Citizen Character

Variables	Average (min= 1; max=5)
At family	4.20
At school	4.22
At community	4.16
At self	4.17

Based on the Table 1, it is known that score of performance of Indonesian citizen character of high school students in Sleman Yogyakarta Indonesia at family 4.20; school 4.22; community 4.16, and self 4.17. They are all in the best category. When it was tried to compare accurately, school was as the best place for perform the students' character, and community was the worst environment for performs the students' character. Why the phenomenon is like this? Studying for exploring the reason is interesting to be done. As the hypothesis, there is no one control focused. Students feel free when they are in public places, such as supermarket, on the street, mosque, church, sport areas, and so on. When they are at school, they feel that everybody there pays attention fully or cares about it. The students also afraid to the teachers and other persons at school because they don't want that they will have bad mark or they will have sanction from school. Thus, the students do right behavior. The behavior means as the performance of character. When it is shown by Figure or graphic, the Indonesian citizen character of students as follows.
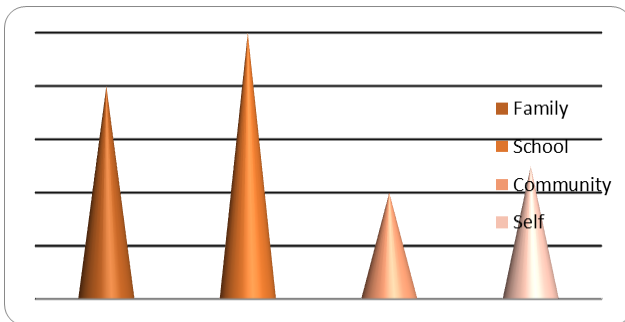

Fig. 1: The Performance of Indonesian Citizen Character

Based on the Figure 1 above, it can be seen clearly that the students perform their character (read behave) best when they were at school. Their performance of character was worst when they were at community. Community here is meant the public places such as in the street, market, bus station, airport, and so on. The table 2 below is described detail of each indicator of variable Indonesian citizen character of the students. The below table 2 describes detail of performance of students' character. There are seven indicators for variable performance of Indonesian citizen character of students, they are: (1) respect the national flag, (2) possess Pancasila attitude, (3) respect national song, (4) against disintegration, (5) patriotism, (6) love towards the nation, and (7) respect all religions.

Table 2: The Performance of Each Indicator of Students' Character at Family, School, and Community

Variables	At Family	At School	At Community	At Self
Respect the Indonesian national flag	4.20	4.24	4.14	4.18
Possess Pancasila attitude	4.21	4.20	4.16	4.16
Respect national song	4.19	4.21	4.10	4.20
Against disintegration,	4.18	4.22	4.22	4.14
Patriotism	4.22	4.24	4.14	4.13
Love towards the nation	4.21	4.20	4.18	4.17
Respect all religions.	4.19	4.23	4.18	4.21
Average	4.20	4.22	4.16	4.17

Based on the data on table 2, it can be explained that when they were at family environment the score of respect the Indonesian national flag is 4.20; possess Pancasila attitude is 4.21; respect

national song is 4.19; against disintegration is 4.18; patriotism is 4.22; love towards the nation is 4.21; respect all religions is 4.19. As described above on table 2, the average of the performance of the character is 4.20. Based on the data on table 2, it can be explained that when they were at school environment the score of respect the Indonesian national flag is 4.24; possess Pancasila attitude is 4.20; respect national song is 4.21; against disintegration is 4.22; patriotism is 4.24; love towards the nation is 4.20; respect all religions is 4.23. As described above on table 2, the average of the performance of the character is 4.22. Based on the data on table 2, it can be explained that when they were at community environment the score of respect the Indonesian national flag is 4.14; possess Pancasila attitude is 4.16; respect national song is 4.10; against disintegration is 4.22; patriotism is 4.14; love towards the nation is 4.18; respect all religions is 4.18. As described above on table 1, the average of the performance of the character is 4.16. Based on the data on table 2, it can be explained that when they were at self-environment the score of respect the Indonesian national flag is 4.18; possess Pancasila attitude is 4.16; respect national song is 4.20; against disintegration is 4.14; patriotism is 4.13; love towards the nation is 4.17; respect all religions is 4.23. As described above on table 1, the average of the performance of the character is 4.17. The comparison of each indicator for Indonesian citizen character when they performed at each environment is shown on Figure 2,3,4,and 5 below.
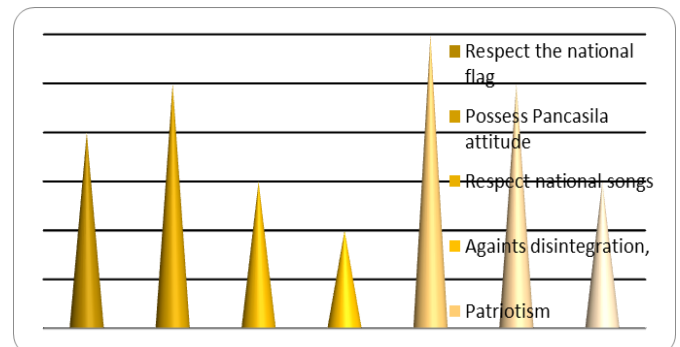

Fig. 2: The Comparison of Each Indicator for Indonesian Citizen Character when Perform at Family

Based on the Figure 2, it can be compared that the highest score of character was patriotism and the lowest one was against disintegration. It means that they do high patriotism such as curse all movements which cause unity country of Republics of Indonesia, uphold government's action towards the slow borderland development. In this case, they did like these may be caused by family support. They were brave because they were not alone, they were together with family's member; They were low in against disintegration. The concrete performance of against disintegration are: curse movement that cause national disintegration, violence which occur among the citizens, cause cohesive fading on national unity, and feel surrender towards the government's attitude who does not treat the citizens in urban and borderland equally. It can be assumed that during stay at home or stay with family, they didn't think about the wider environment and they don't think about national situation. May be they only think about the home situation and family issues only.
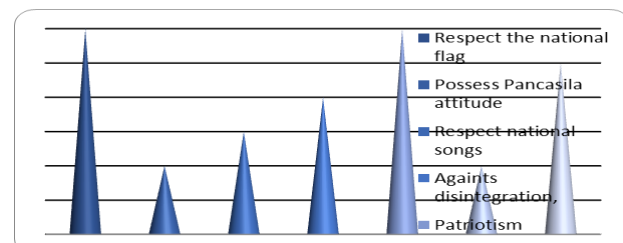

Fig.3: The Comparison of Each Indicator for Indonesian citizen Character when perform at School

Based on the Figure 3, it can be compared that the highest score of character were respect the national flag and patriotism, and the lowest one were possess Pancasila attitude and love toward the nation. It means that their emotional feeling to kiss the national flag, feel suffer to see people treat the national flag not feasible (rip and burn), feel sad to see people use the national flag not appropriately were very good. May be because their teacher at school educate them to do it. They have ceremony every Monday. They fly Indonesian flag when they do ceremony. From this momentum, it can be assumed that it can build love and respect to Indonesian flag. Indicator of patriotism was also very good when they were at school. It is assumed that the students have civic subject matter at school. From this subject matter, the patriotism can be built, it will be different when they were at home. Wearing uniform during stay at school also make the students feel have patriotism, because they always Indonesia. There is specific uniform for Indonesian students. Red and white for elementary, dark blue and white for junior students, and light blue and white for senior students. It is interesting to do deep research about the posseses Pancasila attitude perform. Why the students had low score of Pancasila character?. Pancasila character such as: feel concerned towards students who do not follow Pancasila during the ceremony, societies that forget Pancasila, feel concerned towards the effort to make Pancasila shine is ignored by the societies. It is assumed that they can read and memory pointers of Pancasila but they don't know the meaning inside each statement of Pancasila. The phenomenon also happened for love of nation. The students didn't want to do such : support national unity, feel comfort to socialize with people from different ethnics, language and religion, support the Youth Pledge. The phenomenon may be different from international school where there are some students from some ethnics and races.
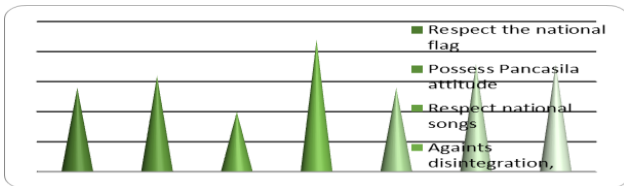

Fig. 4: The Comparison of Each Indicator for Indonesian Citizen Character when perform at Community

Based on the Figure 4, it can be compared that the highest score of character was against disintegration, and the lowest one was respect national song. It means that the students like to behave such as: curse movement that cause national disintegration and violence which occur among the citizens and cause cohesive fading on national unity, feel surrender towards the government's attitude who does not treat the citizens in urban and borderland equally. It is assumed that they want to do these because they were aware that they are Indonesian. They proud that they are Indonesian people. They don't want separate each other. The opposite phenomenon iss respect national song. It is interesting to do research about it. Why the students didn't respect to national song when they were at community environment?. May be they like to hear others songs which are popular among them such as western songs, pop songs, dangdut song and others. The concrete action of respect national song: feel concerned to see students who do not sing the national song during the ceremony, feel concerned to students who feel innocent for singing the national song badly.
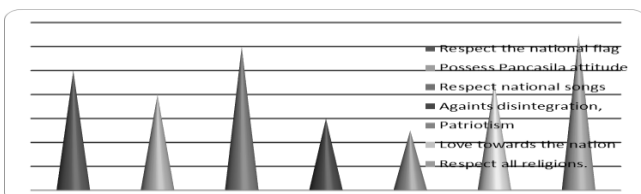

Fig. 5: The Comparison of Each Indicator for Indonesian Citizen Charac-

ter when perform at Self

Based on the Figure 5, it can be compared that the highest score of character was respect all religion, and the lowest one was patriotism. The concrete action of respect all religions are the students do not limit to socialize with people in similar religion, the students should respect the citizens' belief and all religions teach goodness. The students have high tolerance too. They were aware that there are six religion in Indonesia. The lowest indicators are patriotism such as: curse all movements which cause unity country of Republics of Indonesia, uphold government's action towards the slow borderland development. It means that students had low responsibility to the country.

Family, School, and Community Environments that contribute Indonesian Citizen Character of High School Students in Sleman Yogyakarta Indonesia

There was a limitation of the research, only three environments studied, not all eight environments. The environments studied are family, school, and community. The table below shows the amount of the contribution of family environment, school environment, and community environment.

Table 3: Contribution of Family, School, and Community Environments to Indonesian Citizen Character

Variables	Percentage
Family	40%
School	28%
Community	32%

Based on the Table 3, it is known that family environment contributed 40% for Indonesian citizen character of students, school environment contributed 33%, and community environment contributed 37%. When the research tried to compare each environment accurately, it can be described that family was the highest contributor for character building of students, and school was the lowest one. What factors that may effects the character building, is needed to be studied. As a hypothesis the interaction between students and family member at family environment was better than at school. So it means that the interaction at family environment was very effective comparing at school. Inside the interaction, they are some factors on it. The factors should be explored. The main subject matter to study about the interaction is communication psychology. The comparison of three environments can be seen clearly through the Figure below.
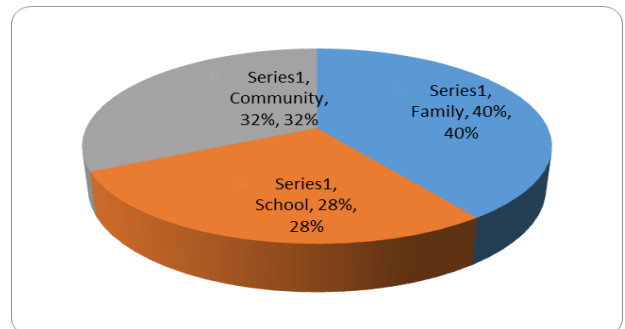

Fig. 6: Contibution of Family, School, Community to Indonesian Citizen Character

5. Conclusion

1 Family environment should be empowered in building the character of against disintegration.
2 School environment should be empowered in building the character of possess Pancasila attitude and love the nation.
3 The community environment should be empowered in building the character of respect national song.
4 Students of high school in Sleman Yogyakarta Indonesia should build the character of patriotism.

5 Family environment is strategic for perform the character of patriotism.

6 School environment is strategic for perform

7 Community environment is strategic for perform …

8 Students should perform the character of respect all religions in three environments, nmely family, school, and community environment.

9 The potential of negative character of students is important to be identified.

10 Research about the subject matter that may build character should be explored.

11 The movement of community for building the character is urgently designed.

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