CHAPTER TWO
LITERATUR REVIEW

Character Education

Definition of Character Education

According to Berkowitz & Bier (2005) character education means creating the school environment which can help students build the ethicals, responsibility and be good generations that care to others. Whereas, Wibowo quoted by Nugroho (2012) stated that character education is education which imparts and develops the good characters for students, who will apply and practice those characters that they have in their family, community and country. From the definition above, it means that character education can develop the virtue, can make student become excellent, can handle discipline, make a good relationship with others and etc.

To make the good character for students, teachers have the key in character education. According to the Laws of President no 14, 2005 about teacher, teachers have the important role to teach, to see across, to direct, to appraise, and to evaluate. Therefore, teacher can be said as crucial as being parents at school. Teachers must have equal concern for mind and character schools should be neither morally neutral factory for increasing cognitive output nor witless producers of obedient "well-adjusted" youngsters.' (Grant quoted by Arthur, 2003). Moreover teachers are expected to be role models for students (Kim, 2013) .

7

Good character can be owned by one if he/she gets the character education from environment, such us, school, family, or playmate, because to get the good character, someone should have good supports. Hauerwas (1997) assumed that, in order to get a good character, one could not reach it automatically, but it needs to be cultivated.

Koellhoffer (2009) explained that there are six steps we can take to develop good character.

a. Understand the quality: To build the good character such us: honest, discipline, fairness and others, we should understand what that trait (or quality) entails and how it is put into practice in daily life.

b. Grasp its action: In this step, we learn how to describe a particular character trait and understand the way someone who possesses that trait in daily life.

c. Realize its benefits: Understand what benefits for our self if we can develop and have good character, including self- confidence, better relationships, and satisfaction with our self.

d. Practice its action: Develop good character with action in daily life. Develop habits in which we put the traits of good character, such as telling the truth and treating other people equally, to use.

e. Encourage it in others: After we have begun to behave the new habit where it reflects the traits of good character, we model that behavior for others to emulate.

8

f. Be encouraged: Finally, you should let other people know that you are working to develop your character and ask them to give you encouragement and praise as you put your new habits into action.

The Purpose of Character Education

Koellhoffer (2009) stated that "by character education, you develop habits that make a good person—and other people will notice it. As a result, character education can help you succeed" (p.107). Therefore, character education should be done by school to develop the moral of students. In addition, Arthur (2003) assumed that the function of character education for students in schools is to build the moral education and self direction. Therefore, character education is the key to success as the effort of both students and schools.

From the explanation above, it can be said that by character education, students are expected to have good moral or good attitude in society. In addition, students can control themselves from bad deed. The objectives of character education expected by Ministry of National Education (2010) are:

a. Developing the potential of the affective learner as humans and citizens who have cultural values and national character.

b. Developing habits and attitudes of students commendable and in line with universal values and religious.

c. Inculcating leadership and responsibility of learners as the future generation.

d. Developing ability of learners to be human independent, creative, and knowledgeable of nationality

e. Developing the school environment as a learning environment that is safe, honest, full of creativity and friendship, and with a high sense of nationality and full strength.

The Value of Character Education

A character is attributed to the value of people's behavior. In this life, there are many values since long time ago until now (Kesuma, 2011, p.11, quoted by Nugroho, 2012, p.9). There are eighteen values of character education developed by Ministry of Education. The values were derived from religion, *pancasila*, culture, and national education goals. The eighteen values are: religious, honest, tolerance, discipline, work hard, creative, autonomous, democratic, curiosity, the spirit of nationalism, patriotism, appreciate achievement, friendship / communicative, love peace, likes to read, care for the environment, social care, and responsibility (Ministry of Education Curriculum Center, 2009).

Other examples of the characters are as follows. McElmeel, (2002, p.xvi) mentioned the list of character built in Georgia state, United States those are: cheerfulness, citizenship, cleanliness, compassion, courage, courtesy, creativity, dependability, diligence, fairness, generosity, joyfulness, kindness, loyalty, patience,

perseverance, punctuality, respect, respect for the environment, responsibility, school

pride, self control, sportsmansip. In every single place, there are many differences to give character education based on students' need.

Religion

(Handoyo, 2008) assumed that comprehension of religion for students can create good personal. So religion activity is very important to contribute the character education at school.

Honest

(Koellhoffer, 2009) quote (Jefferson) promoted:

> It is very easy to define honesty: It simply means that you tell the truth; behave honorably; and do not lie, cheat, or steal. You are careful to remain true to the facts, avoiding bias or exaggeration, even if bending the truth would be to your advantage. An honest person is truthful not only to other people but also to him- or herself (p.27)

Discipline

According to (McEllmel, 2002) said that Discipline is the ability to control, manage, or correct oneself for the sake of improvement; the ability to forfeit lesser objectives or short-term gratification for more worthwhile causes or long-term goals. Bill Tarling quoted by (McEllmel, 2002) promoted: "self-discipline involves making

Curiosity

(McEllmel, 2002) said: "Curiosity is a desire to learn, investigate, or know. It is an interest leading to exploration or inquiry" (p.51)

From quoted above, it's mean if curiosity been in students personal, it makes student active to looking for knowledge, from don't know to be know.

Patriotism

Johnson quoted by Berns (2001) said patriotism is feel that love of fatherland and would be hero to looking after this country. Patriotism is the last refuge from threats where have a danger impact for a country. So that, patriots is needed to develop safe country.

Friendship

According to McEllmel (2002) assumed that friendship is a condition where someone can establish good relation with others by love, loyal, respect or esteem. So it can be interpreted that the friendship is a relationship between one people with others by having a sense of care for each other.

Work Hard

It seem like (McEllmel, 2002) argue that work hard is the ability to keep on

It means that in order to achieve a goal, someone should hard work continuously and do not despair.

Caring

Like (McEllmel, 2002) said in his book that Caring is the act of being concerned about or interested in another person or situation. It is feeling or acting with compassion, concern, or empathy.

Responsibility

Responsibility is a duty to deal with or take care of something, so that you may be blamed if something goes wrong (Oxford Dictionary, 2006). So, Responsibility is a deliberate act or not on purpose which shall be borne.

Creative

Creative is having the skill, ability and imagination to produce something new or a work of art (Oxford Dictionary, 2006). From the understanding above, creative is a mental process that involve the appearance of an idea or a new concept where can support the skill to create new things.

Team Work

Team work is the activity of working well together as a team (Oxford Dictionary, 2006). If the sentence above described, team work is work together between individuals or groups to achieve common

Character Education in School

Lickona (1996) stated that there are eleven principles have been largely adopted by Character Education Partnership in the USA as criteria for planning a character education program and for recognizing the achievements of schools through the conferment of a national award. The principles are:

a. Schools should be committed with ethical values.

b. Understand the definition of character comprehensively, in which character consists of thinking, feeling and behavior.

c. Schools should be proactive and systematic in teaching character education and not simply wait for opportunities.

d. Schools should develop the caring atmospheres in environment.

e. Opportunities to practice moral actions should be varied and available to all.

f. Academic study should be central.

g. Schools should be able to increase students' motivation.

h. Schools need to work together and share norms for character education.

i. Teachers and students should share in the moral leadership of the school.

j. Parents and community should be partners in character education in the school.

k. Evaluate the effectiveness of character education in school, staff and

(Arthur, 2003) promoted:

> The school curriculum should contribute to the development of students,
> sense of identity, promote, and develop principles for distinguishing
> between right and wrong should pass on enduring values, develop students'
> integrity and autonomy, promote students' self-esteem and emotional well-
> being and help them to form and maintain worthwhile and satisfying
> relationships, based on respect for themselves and for others (p.133)

From the explanation above it can be said that, to develop good characters of
students, school should support character education implemented in school. Strike
quoted by Nuccy (2008) assumed that to develop the effective character requires the
endorsement of norms by communities that are strong enough to have their
endorsement carry authority. However, schools are rarely strong communities.
Therefore, school has key position to building the character for students. Difficult
children with behavioral problems can be absorbed into the school policies if the
school has a balanced mix of children (Arthur, 2003)

Murphy (1998) has conducted an analysis of the components of effective
character education in schools through a review of the applications for the award.
Murphy conducted that schools that are effective in meeting their goals for character
education can be known as having:

- A strong mission, commitment and determination to develop character in

b. High levels of participation by staff, students and parents in the management process determining the desired qualities to be nurtured in the school.

c. High standards of academic performance, excellent teaching and learning and particularly strategies that support cooperative learning.

d. High standards of student behavior which are understood by all, and a caring school community involved in the wider community and indeed in global relationships.

e. Well-planned recognition programs which communicate, encourage and reinforce character qualities, attitudes and behaviors of the whole school community.

f. A commitment by the school to character education that is comprehensive.