

BUILDING CHARACTERS OF PROSPECTIVE SCHOOL TEACHERS THROUGH THE CULTURE OF LITERATION TO IMPROVE PROFESSIONALISM IN TEACHING

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Abstract: Quality character building needs to be fostered from an early age. Every human being has the potential for good character before birth, but this potential must be continuously fostered through socialization and education from an early age. The Role of Teachers on Character Education, namely the Teacher as a Learning Designer. Here teachers in accordance with the program proposed by the Ministry of National Education are required to play an active role in planning Teaching and Learning Activities by paying attention to various components in the learning system. Character education is a very important key in shaping a child's personality. Apart from at home, character education also needs to be applied in schools and in the social environment. In essence, education has a purpose to help humans become intelligent and grow into good human beings. Formal education is a path of education through school. As an effort to improve the quality of character education, including: character education must contain moral values, character education must also involve aspects of moral knowing, moral feeling, and moral action, the implementation of the character education curriculum must be carried out, applying the concept of DAP (Developmentally Appropriate Practices), using an integrated learning system based on character, character education must be in accordance with the stages of children's moral development, in addition to the need for cooperation with parents of students (co-parenting).

Keywords: Characters; literacy culture; Prospective primary school teacher; teaching professionalism

1. Introduction

Education is the basis for the progress of a nation. Quality education comes from meaningful learning patterns that can change students' thinking and behavior patterns. But nowadays what is often encountered in schools, most are concerned with results rather than the process of transferring knowledge to students. Students tend to be directed to develop cognitive aspects rather than affective which actually also has a very essential role. In the learning process, it is necessary to instill a moral attitude and character education which should not be abandoned or eliminated.

Quality character building needs to be fostered from an early age. Every human being has the potential for good character before birth, but this potential must be continuously fostered through socialization and education from an early age. Early childhood is a critical period for character building. Many experts say that failure to cultivate character from an early age will form a problematic personality in his adulthood. In addition, instilling morale in the younger generation is a strategic endeavor. Therefore, moral cultivation through character education as early as possible for children is the main key to building a nation.

Education is one of the places to support the character building of each individual. Character education is a national movement to create schools that foster ethical, responsible, and caring young generations through modeling and teaching good character with an emphasis on mutually agreed upon universal values. This is a deliberate and proactive attempt by both the school, district, and country to instill students in core ethical values.

Character education is character education plus, which involves aspects of knowledge (cognitive), feelings (feeling), and action (action). According to Thomas Lickona, without these three aspects, character education will not be effective, and its implementation must be carried out systematically and continuously. With character education, a child will be emotionally intelligent. Emotional intelligence is the most important provision in preparing children for the future, because with it a person will be able to succeed in facing all kinds of challenges, including challenges to succeed academically.

Several studies have sprung from several important findings on this subject published by a newsletter, *Character Educator*, published by the Character Education Partnership. In the bulletin, it is explained that the results of Dr. Marvin Berkowitz of the University of Missouri-St. Louis, showed an increase in the motivation of school students in achieving academic achievement in schools that implement character education. Classes that are comprehensively engaged in character education show a drastic reduction in negative student behavior that can hinder academic success.

A book entitled *Emotional Intelligence and School Success* (Joseph Zins, et.al, 2001) compiles various research results on the positive influence of children's emotional intelligence on success in school. It is said that there are a number of risk factors for child failure in school. The risk factors mentioned do not lie in the intelligence of the brain, but in character, namely self-confidence, the ability to work together, the ability to get along, the ability to concentrate, the sense of empathy, and the ability to communicate.

This is in accordance with Daniel Goleman's opinion about the success of a person in society, it turns out that 80 percent is influenced by emotional intelligence, and only 20 percent is determined by brain intelligence (IQ). Children who have problems in their emotional intelligence will have difficulty learning, socializing and cannot control their emotions. Children with these problems can be seen since preschool age, and if not treated will carry over to adulthood. On the other hand, adolescents with character will avoid common problems faced by adolescents such as delinquency, fights, drugs, alcohol, free sex behavior, and so on.

2. Methods

The method used in this article is the research library (library research), a series of studies relating to the method of data collection library, or research object of research explored through a variety of information literature (books, encyclopedias, journals, newspapers, magazines, and documents). The research literature or review of the literature (literature review, literature research) is a research that examines or critically review the knowledge, ideas, or findings contained in the body of academic-oriented literature (academic-oriented literature). The data used in this research is secondary data. Secondary data is data obtained not from direct observation.

However, the data obtained from the research that has been done by previous researchers. Secondary data sources are referred to in the form of books and scientific reports on the primary or original contained in the article or journal.

3. Discussions

Character building

Character education is a combination of two words, namely education and character. Ki Hadjar Dewantara in the Taman Siswa Congress (1930) said that education generally means the effort to promote the growth of character (inner strength, character), mind (intellect), and children's body. Whereas in Law number 20 of 2003 concerning the National Education System it is stated that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have spiritual-religious strength, self-control, personality, intelligence, noble morals, as well as skills needed by himself, society, nation and state. Meanwhile, the term character literally comes from Latin, namely "ch Character", which means: character, character, psychological traits, character, personality or morals. Suyanto (2009) defines character as a way of thinking and behaving that characterizes each individual to live and work together, both within the scope of family, society, nation and state. Character is the values of human behavior related to God Almighty, self, fellow human beings, environment, and nationality which are manifested in thoughts, attitudes, feelings, words and actions based on religious norms, law, manners, culture, and customs. Character education is a conscious and planned effort to instill values so that they are internalized in students that encourage and manifest in good behavior and attitudes. Lickona T (2009) states that character education is a deliberate effort to help someone so that they can understand, pay attention to, and implement core ethical values.

Character education is a system of instilling character values to school members which includes components of knowledge, awareness or willingness, and actions to carry out these values. In character education in schools, all components (education stakeholders) must be involved, including the education components themselves, namely curriculum content, learning and assessment processes, handling or management of subjects, school management, implementing co-curricular activities or activities, empowerment infrastructure, financing, and work ethic of all school / neighborhood residents. In addition, character education is interpreted as a behavior of school members who in carrying out education must have character.

Many things can be done to realize character education in schools. The concept of character is not sufficient to be used as a point in the syllabus and implementation plan for learning in schools, but it must be more than that, carried out and practiced. Start by learning to obey school rules, and enforce discipline. Schools must make character education as a well-developed value order in schools which is manifested in real examples and calls displayed by educators and education personnel in schools in their daily activities at school.

On the other hand, character education is an effort that must involve all interests in education, both the family, the school, the school environment, and also the wider community. Therefore, the first step that needs to be done is to rebuild educational partnerships and networks that seem to have started to disconnect between the school environment, namely teachers, families, and communities. Character building and education will not be successful as long as there is no continuity and harmony between educational environments. Thus, households and families as the first and foremost character building and education environments must be more empowered which are then supported by the environment and learning conditions in schools that strengthen the formation process.

The Role of Teachers in Character Education

The competencies that must be possessed by a teacher consists of 3 (three) things, namely personal competence, social competence, and professional competence. The success of teachers in carrying out their profession is largely determined by the three of them with an emphasis on teaching abilities. The competencies that must be possessed by a teacher are (a) Personal Competence Based on human nature as an individual being and as a divine being. Teachers must have supporting knowledge about the physiological, psychological, and pedagogical conditions of the students they face. The competence that a teacher should have, namely having deep knowledge of the subject matter for which

he is responsible. In addition, having knowledge about the development of students and the ability to treat them individually, (b) Social Competence Based on human nature as social beings and ethical creatures. Teachers must understand and apply humanistic learning principles which assume that learning success is determined by the existing abilities of these students. The competence that a teacher must have is related to the ability to communicate with students and their environment (such as parents, neighbors, and fellow friends), (c) Professional Teaching Competence Based on the teacher's role as the manager of the learning process, must have the ability to: 1. Plan the system learning by formulating objectives, selecting priority material to be taught, selecting and using methods, selecting and using existing learning resources, selecting and using learning media. 2. Implement the learning system by choosing the right form of activity and presenting the appropriate learning sequence. 3. Evaluating the learning system by selecting and compiling the type of evaluation, carrying out evaluation activities throughout the process and administering the evaluation results. 4. Developing a Learning System by optimizing the potential of students, increasing self-insight and developing further learning programs.

Thus it can be interpreted that to become a professional teacher who has accountability in carrying out these three competencies, it takes determination and a strong desire in every prospective teacher and teacher to make it happen. In order to create an effective and efficient learning climate.

Teacher is a profession, which means a position that requires special expertise as a teacher and cannot be done by just anyone outside the field of education. A teacher needs to know and be able to apply some teaching principles in order to carry out his duties professionally. Among them, (1) the teacher must be able to arouse the attention of students on the subject matter provided and be able to use various media and various learning resources. (2) the teacher must be able to arouse the interest of students to be active in thinking and seeking and finding their own knowledge. (3) teachers must develop students' attitudes in fostering social relationships, both inside and outside the classroom. (4) the teacher must investigate and explore individual differences in participants in order to serve students according to these differences.

The Role of Teachers in Character Education, namely the Teacher as a Designer of Learning (Designer Of Instruction). Here the teacher, according to the program proposed by the Ministry of National Education, is required to play an active role in planning teaching and learning activities by paying attention to the various components in the learning system. So, teachers with little or limited time can design and prepare all components so that they run effectively and efficiently. For this reason, the teacher must have sufficient knowledge of the principles of learning, as a basis for planning.

The teacher as a Manager of Instruction where the general purpose of class management is to provide and use facilities for a variety of teaching and learning activities. Whereas the specific goal is to develop students' abilities in using learning tools, providing conditions that allow students to work and learn, and to help students to get the expected results. In addition, the teacher also plays a role in guiding daily experiences toward recognition of their own behavior and personality.

The teacher as a learning guide. Here the teacher should always try to generate, maintain, and increase the motivation of students to learn. In this connection, the teacher has a function as a motivator in all teaching and learning activities. The approach used by the teacher in this case is a personal approach, where the teacher can get to know and understand students more deeply so that they can help in the whole PBM, or in other words, the teacher functions as a guide.

Teacher as Evaluator (Evaluator Of Student Learning) The main objective of the assessment is to see the level of success, effectiveness, and efficiency in the learning process. In addition, to find out the position of participants in the class or group. In its function as an assessor of student learning outcomes, teachers should continuously follow the learning outcomes that students have achieved from time to time to obtain optimal results.

Teachers as Counselors In accordance with the teacher's role as counselors, the teacher is expected to be able to respond to all behavioral problems that occur in the learning process. And in the end, the teacher will need an understanding of himself, be it motivation, hope, prejudice, or desire. All of these things have an influence on the teacher's ability to relate to other people, especially students.

Implementation of Character Education in Elementary Schools

The implementation of the Strengthening Character Education program will be carried out in stages. In 2017, the Ministry of Education and Culture is targeting as many as 1,626 schools to become KDP pilot targets, which will have an impact on around 9,830 schools in the vicinity. Until 2020, the full KDP implementation target is expected to be realized. Of course, KDP implementation adapts to the capacity and ability of schools. It is hoped that the success of the education unit implementing KDP can be an example / inspiration for all other education units.

Important Role of Character and Personality Education for Children

Character education is a very important key in shaping a child's personality. Apart from at home, character education also needs to be applied in schools and in the social environment. In essence, education has a purpose to help humans become intelligent and grow into good human beings. In order to prepare the Golden Generation 2045, the government strengthens the character of the younger generation so that they have an advantage in the global competition of the 21st century. In addition to the five main character values, through KDP, the government encourages the improvement of basic literacy, competency in critical thinking, creative, communicative, and collaboration with the younger generation.

Character education is character education plus, which involves aspects of knowledge (cognitive), attitudes and feelings (affective), and action (action). Without these three aspects, character education will not be effective. With character education that is implemented systematically and continuously, a child will be emotionally intelligent. This emotional intelligence is a provision in preparing children for the future because a person will find it easier and more successful in facing all kinds of life challenges, including challenges to succeed academically.

The function of character education and national culture according to Puskur (2010) is as follows; (1) Development, namely the development of the potential of students to become individuals who behave well, (2) Improvement, namely strengthening the progress of national education to be responsible for developing the potential of more dignified students, (3) Filtering, namely to filter the culture of one's own nation and the culture of other nations that are incompatible with the cultural values and cultural characters dignified.

The function of character education is to develop the basic abilities of students so that they think smartly, behave in a moral, moral way, and do something good, which is beneficial for themselves, their families and society. Character education today is very much needed because currently the Indonesian nation is experiencing a character crisis in the nation's children. Character in this case is a person's character, character, morals, or personality which is formed from the internalization of various virtues that are believed and used as a basis for point of view, thought, attitude, and action. These virtues are in the form of a number of moral values and norms, such as honesty, courage to act, trustworthiness, respect for others, discipline, independence, hard work, and creativity.

Character education is very important to start in early childhood because character education is an educational process that is aimed at developing values, attitudes and behaviors that exude noble morals or noble character. In fact, character education is very important starting from an early age. Because the philosophy of planting now and reaping tomorrow is a process that must be done in order to shape the character of the nation's children. In childhood or what psychologists call the golden age, it is proven to greatly determine the ability of children to develop their potential. From here, it is fitting for character education to start from within the family, which is the first environment for the growth of children's character. After the family, in the world of character education, this must be a compulsory teaching since elementary school.

Children are the generation who will determine the fate of the nation in the future. The character of the children who are formed from now on will greatly determine the character of the nation in the future. Children's characters will be well formed if they are given enough space in the process of growth and development to express themselves freely.

Character education aims to improve the quality of the implementation and results of education in schools that lead to the complete, integrated, and balanced achievement of character building and noble morals, according to graduate competency standards. Through character education,

students are expected to be able to independently improve and use their knowledge, study and internalize and personalize the values of character and noble morals so that they are manifested in daily behavior. In addition, character education leads to the formation of school culture, namely the values that underlie behavior, traditions, daily habits, and symbols that are practiced by all school members and the community around the school. School culture is a characteristic, character or character, and the image of the school in the eyes of the wider community.

Character education is obliged to prepare future generations with character and who are able to face the challenges of the future in accordance with prevailing morals and norms. Through this program, it is hoped that graduates will have faith and devotion to God Almighty, have a noble character, have a noble character, complete and integrated academic competence, as well as have a good personality according to Indonesian norms and culture. At a broader level, character education is expected to become school culture.

The Role of Teachers in Character Education in Primary Schools

In developing the character of students in schools, teachers have a strategic position as the main actors. The teacher is a figure who can be imitated or become an idol for students. Teachers can be a source of inspiration and motivation for their students. The attitudes and behavior of a teacher make an impression on students. So that the teacher's speech, character and personality become a mirror of students. Thus teachers have a big responsibility in producing a generation with character, culture and morals.

There are several strategies that can provide opportunities and opportunities for teachers to play their role optimally in terms of developing character education for students in schools, as follows: (a) Optimizing the role of teachers in the learning process, (b) Integrating character education materials into subjects, (c) Optimizing self-habituation activities with the insight of character development and noble character, (d) Creating a school environment that is conducive to the growth and development of the character of students, (e) Collaborating with parents of students and the community in developing character education, (f) Becoming role models for students. The description above describes the role of teachers in the development of character education in schools as a catalyst or role model, inspirer, motivator, dynamist, and evaluator.

In acting as a catalyst, the example of a teacher is an absolute factor in the development of an effective character education for students, because of its position as a figure or idol who is imitated by students. The role as an inspiration means that a teacher must be able to arouse the enthusiasm of students to move forward to develop their potential. The role as a motivator implies that every teacher must be able to generate enthusiasm, work ethic, and extraordinary potential in students. The role as a dynamist means that every teacher has the ability to encourage students to achieve their goals with wisdom, patience, skill, intelligence and upholds spirituality. Meanwhile, the role of the teacher as an evaluator means that every teacher is required to be able and always evaluate their own attitudes or behavior, and the learning methods used in the development of character education for students, so that the level of effectiveness, efficiency and productivity of the program can be known.

Teachers must provide a sense of security and safety to each student in their learning period. This is in line with Moh. Surya (1997) regarding the role of teachers in schools, families and communities from a self-oriented perspective, a teacher must act as: (a) a social worker, a person who must provide services to the community, (b) Students and scientists, namely someone who must always learn continuously to develop scientific mastery, (c) Parents, meaning that the teacher is the representative of the parents of students for every student in school, (d) exemplary model, meaning that the teacher is a model of behavior that students must emulate, (e) Provider of safety for every student. Students are expected to feel safe in their teacher education. Thus based on the explanation above, it can be concluded that in the context of the education system in schools to develop character education for students, teachers must be positioned or position themselves in their true nature, namely as teachers and educators, which means that in addition to transferring knowledge, also educating and develop the personality of students through the interactions they do in class and outside the classroom.

Efforts to Improve the Quality of Character Education

Apart from various deficiencies in the implementation of education in Indonesia, as well as the implementation of learning and assessment in schools, the objectives of education can actually be

achieved well. As an effort to improve the suitability and quality of character education, the Ministry of National Education has developed a character education grand design for each path, level, and type of education unit. Grand design becomes a conceptual and operational reference for development, implementation, and assessment at every pathway and level of education. The development and implementation of character education needs to be done by referring to the grand design. The character configuration in the context of the totality of the psychological and socio-cultural processes is grouped into: (1) spiritual and emotional development, (2) intellectual development, (3) physical and kinesthetic development, (4) Affective and creativity development.

According to Law No. 20 of 2003 concerning the National Education System in Article 13 Paragraph 1 states that the education pathway consists of formal, non-formal and informal education which can complement and enrich each other. Informal education is a path of family and environmental education. So far, informal education, especially in the family environment, has not made a significant contribution in supporting the achievement of competence and character building of students. The relatively high activity and work activities of parents, lack of understanding of parents in educating children in the family environment, the influence of social interactions in the surrounding environment, and the influence of electronic media are thought to have a negative effect on the development and achievement of student learning outcomes. One of the alternatives to overcome this problem is through integrated character education, namely combining and optimizing informal education activities in the family environment with formal education in schools. In this case, the learning time of students at school needs to be optimized so that an increase in the quality of learning outcomes can be achieved, especially in shaping the character of students.

Formal education is a path of education through school. As an effort to improve the quality of character education, including: character education must contain moral values, character education must also involve aspects of moral knowing, moral feeling, and moral action, the implementation of the character education curriculum must be carried out, applying the concept of DAP (Developmentally Appropriate Practices), using an integrated learning system based on character, character education must be in accordance with the stages of children's moral development, in addition to the need for cooperation with parents of students (co-parenting).

4. Conclusion

Character education is defined as a system of inculcating character values to school members which includes components of knowledge, awareness or willingness, and actions to carry out these values, both towards God Almighty, self, neighbor, environment, and nationality so that they become future generations with character. Character education is very important because it can improve the quality of the implementation and results of education in schools that lead to the achievement of the character building and noble morals of students as a whole, integrated and balanced, according to the competency standards of graduates. If character education has achieved success, then the next generation of a nation with character will be realized and there is no doubt that the future of this Indonesian nation will experience changes towards glory.

Character education is a movement carried out by each educational unit to build the morale of each of its students. The implementation of character education is carried out more specifically in the classroom environment, where the teacher has an important role in instilling character values to students as a form of teacher attention to develop student character so that each learning process can run well. The teacher as a learning designer has a role to plan teaching and learning activities with relevant and systematic material so that the character expected from students, namely the character of nationalism, respect and never give up is contained in the content of the planning made by the teacher, thus the planning made is a form of teacher's role. as a learning designer. Then the teacher as the manager of learning has a role to guide each student's behavior and personality through good classroom management so that the character that emerges from the student is an independent character, independent in doing their work without depending on the teacher. And the teacher as the instructor of learning has a role to provide motivation and encouragement to students to continue to study actively so that the character of students who have curiosity and character of discipline can be formed gradually in accordance with teacher expectations. And teachers as evaluators and counselors have a role to see the results of student work and find out the problems experienced by students, with

evaluation, teachers follow student developments continuously and if there are still obstacles that occur to students the teacher conducts counselors as a follow-up to obstacles or problems that are being experienced by students, so that teachers can improve the character of individual students to become individuals with disciplined, honest, and responsible characteristics. Thus the role of the teacher in each learning process greatly determines the results of the character building carried out by the teacher to their students in the classroom.

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