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## THE NATIONAL CHARACTER EDUCATION PARADIGM IN THE INDONESIAN LANGUAGE INSTRUCTIONS OF CULTURAL-BASED ELEMENTARY SCHOOL

### (The Analysis and Map of Basic and Standard Competences and Teachers' Behaviour of Values in Developing and Implementing the Indonesian Language Instructions)

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#### Abstract

The cultural-based nation character education in the elementary school is aimed at implementing the education in its nature that is developing the human potential of students for their roles in the future. This national character education integratively combines the generic and specific potentials to solve and to face the problems of life. The value-based life-skills education in the elementary school is underlying the behaviour, characteristics, and attitude that is based on the succeed of students' future life. The giving of universal values such as honesty, respect, manners, hardworking, tolerance, and others become the core study for teachers' insights during their friendly interaction with students, for that reason, education in schools are so consciously designed and managed that the instructional process for students evoke the attitude and behaviour learning through the nation character education. Many inhibition factors that are faced by the school in implementing the education, internally in the school or externally especially in understanding and teacher's competence in developing nation character education. It is all because not only a simple thing to change teachers' paradigm in implementing the managing model of conventional learning that been rooted in their teaching attitude. The finding shows that (1) according to the analysis of Indonesian Language SK-KD, the national characters evoke in terms of loving to read, patriotism, respecting others, tolerance, friendship, caring for others, communicative, religious, honesty, discipline, creative, perseverance, confidence, curiosity, bravery, and critical; (2) the character values are not explicitly stated yet in the Lesson Plan for many kinds of elementary schools; (3) in the religion- and multicultural-based schools, the character implementation has been planned and accustomed in the class and school environment; (4) in the religion- and multicultural-based schools, teachers' behaviour in implementing the character values is routinely done, conditioned, and customization; (5) in the traditional elementary schools and the potential nation character education that is not stated yet in the Lesson Plan, teachers only insert it in the learning process. For example, by story telling in Indonesian Language. For this reason, the implementation of character education in the elementary schools should be improved, especially for the character values in the Lesson Plan for many kinds of elementary schools and the customization and conditioning the class and school environment in the traditional and potential elementary schools. The research was held in four elementary schools in Bandung that was set purposively, by considering the paradigm, the school vision and mission, including the conventional elementary school (Pasirkaliki), religion-based elementary school (Muhammadiyah), potential elementary school (Sukarasa), and Multicultural elementary school (SlametRiyadi). The research was focused on the analysis of SK-KD, Lesson Plan, and learning observation as well as interviewing the teachers.

**Keywords:** paradigm, developing, education, values, and character.

#### INTRODUCTION

Globalization presents many demands and changes in many life patterns and attitudes. The impact evokes social crisis. This crisis can be tension, pressure, frustration, and the uncertainty in the society. It is like the excessive demonstration gives the euphoria, the Representatives quarrel, students quarrel, and other criminal deeds. It is worried that the impact will be the decreasing of society cares



in interaction. The fact shows “the loss” of individual identity of Indonesian that results in the decreasing and loss of Indonesian characters and national identity. When character is lost, everything is lost, says a wise word. Definitely, new technology and science advancement will be followed by the change of attitude. Consequently, people are demanded to be sensitive with changes in the society as well as improve the negative attitudes towards humans’ relation.

Balitbang (2010:7) states that this cultural and national character issues now become the great attention of people. This attention is in terms of many aspects of life, written in the media, interviews, dialogues, and talk show in the television. Besides, in the mass media, social leader, experts, and education analysts, as well as social analysts talk about these issues in many seminar forums, locally, nationally, and even internationally. The issues appear in the society such as corruption, harshness, sexual abuse, damaging, mass quarrel, consumptive economy, not productive politic life, and other issues that become the heat discussion in the mass media, seminars, and other occasions. Many solving alternatives are proposed such as rules, constitution, increasing law reinforcement and implementation.

The effect of the issues definitely affects the education. By education, it is expected to give an effective way to stabilize those negative things. Here comes a time for education to rise facilitating the revitalization process of life attitudes in the society to get maximum benefits. Education is known to have an important role in the development process of nation in order to avoid from many pressures of today’s modern life. Education is expected to decrease the social crisis by stabilizing emotions, improving relationship, attitudes, and habits that have damaged the social relationship as well as improving social’s behaviour in anticipating the characters destruction.

In this case, education is considered as the preventive alternative because education develops new generation for the better nation. As a preventive alternative, education is expected to develop the quality of young generation in many aspects that can decrease and reduce many issues related to the cultural and national problems. It is admitted that the education outcome will not be seen soon, but it has the endurance and strong impact for the society.

For that reason, the educational process through the learning process can take the advantages of Indonesian language as the component of developing national characters. As a saying goes, “Language shows nation.” One of them is the integrated Indonesian language learning can be used as the process of developing characters in the increasing quality of national identity. Therefore, learning is not only in a class but also there is an extensive role in developing national character as the study laboratory. This thing is especially for the need of effective character education.

Society care of cultural and national character education has been a great attention for the government. Many efforts given to develop cultural and national character education that have been implemented in every directorate and other government institutions especially in every sector at the Ministry of National Education. The effort to develop the issue is related to every level and major of the education though it is not yet comprehensive. Society demand and government’s attention to cultural and national character education, at last accumulates to the government’s policy about cultural and national character education and become one of the prestigious programs for the next five years. This school guidance is the operational design of government’s policy in the cultural and national character education.

Character education that has absolute moral value needs to be taught since the early generation so they can understand about the good and correct behaviour and attitude. Character education plants students the habits to good things. The good habits are applied and practiced continuously. In this education, it is necessary to consider human’s affection domain. This term in the character education is named as desiring the good or desire to do good things (Lichona:1992; Sundusiah, 2009:9).



Character education should involve moral knowing, desiring the good, or loving the good, or moral feeling, and acting the good, or moral action. Without those important things, people will be like a robot that is doctrine by a belief.

In character education, Lickona (1992) in Sundusiah (2009) emphasis on the three important components of good character that is a knowledge about moral or moral knowing, a moral feeling, and moral action. These things are necessary in order for students to understand, feel, and do good values.

There are six things in moral knowing, that are moral awareness, knowing moral values, perspective taking, moral reasoning, decision-making, and self-knowledge. In feeling aspect, there are six things also that are to be considered when someone wants to be characterized person that are conscience, self-esteem, empathy, loving the good, self-control, and humanity. Moral action derived from two other components of character. Therefore, there should be a motivation that pushes someone to do good things so there should be three more aspects in character that are competence, wants, and habits.

In character education there should be taught a good character to children. There are nine good characters according to RatnaMegawangi, they are:

- 1) God loving and truth
- 2) responsibility, discipline, and independence
- 3) trust
- 4) respect and politeness
- 5) affection, caring, and team working
- 6) confidence, creativity, and perseverance
- 7) justice and leadership
- 8) kindness
- 9) Tolerance and love of peace

Emotional Intelligence book of Daniel Goleman (1995) in Sundusiah (2009:12) informs the importance of ability to hold emotions as the determinant of academic achievements of children; it is more than intellectual intelligence. Then, Goleman exposes that 80% of one's success is determined by their emotional intelligence, while only 20% is determined by their IQ.

According to Brooks and Gooble, there are three main elements to consider in performing character education. They are (1) principles, (2) process, and (3) teaching practices. Applying the notion, values that are taught in schools need to be manifested into the applied curriculum so that students are able to fully comprehend them and finally are able to implement the values in their daily lives. Consequently, optimum approach is more likely to be used in all school aspect or what is called by Brooks and Gooble as *school-wide approach*.

The approach should pay attention to several aspects as follow:

- 1) School and its environment must be treated as an island having its own language and culture. However, it also means that school should broaden its character education not only to teachers, staffs, and students, but also to parents and surrounding society.
- 2) In applying its curriculum, school must (1) correlate values taught in classrooms with overall school system, (2) treat and teach character education as an independent-separated subject, and (3) include all school staffs in supporting the values.
- 3) What is needed to be emphasized in teaching the character education is how students interpret the principal values into real-social pro-attitudes.

Furthermore, the learning process is aimed to improve students' capability in using appropriate Bahasa Indonesia both in written and spoken form as well as to enhance their appreciation toward literary works in Bahasa Indonesia.

The basic competence in the learning of Bahasa Indonesia is a form of minimum standard qualification of students' capability describing their satisfaction and ability to use Bahasa Indonesia as well as positive attitude toward the language and its literature. The basic competence is the fundamental framework to understand and respond the domestic, national, and international issues.

With the existence of the basic competence in the learning of Bahasa Indonesia, certain objectives are established. They are as follow:

- 1) Students are able to develop their aptitude based on their competence, need, and interest. Furthermore, the students are also expected to improve their appreciation toward their literary and intelligence work of their nation.
- 2) Teachers are able to concern their attention in improving students' skill in using Bahasa Indonesia by providing sufficient teaching media.
- 3) Teachers are more independent and free in determining language and literary teaching that go in hand with the school condition and the students' capability
- 4) Parents and surrounding society can be actively involved in the conduct of the language and literature learning in the school.
- 5) Schools are able to design educational program for the learning of Bahasa Indonesia considering existing facilities and students' condition.
- 6) Local government can determine language and literature learning sources that are suitable with the local idiosyncrasy yet still concerning national importance.

In addition, the learning of Bahasa Indonesia is to equip students with the following skills:

- 1) Being able to communicate effectively and efficiently by considering existing norms either in written or spoken form.
- 2) Appreciating and feeling proud in using Bahasa Indonesia as the united and national language
- 3) Comprehend and use Bahasa Indonesia accurately and creatively for any purposes.
- 4) Use Bahasa Indonesia to enhance intellectual capacity as well as emotional and social maturity.
- 5) Enjoy and use Indonesian literature to expand knowledge, refine attitude, and improve understanding and capability in using the language.
- 6) Appreciating and promoting Indonesian literature as national intellectual and cultural treasure.

The primary issues in this research is the mapping of the SK-KD and teachers' attitudes in developing and implementing the national character education in the basis of competence, then it can be focused on the following problem formulation.

- 1) How do teachers do mapping the standard competence and basic competence of the Indonesian language for the elementary school based on good values in the national character education?
- 2) How does teachers' attitudes in developing the learning material of Indonesian language and creating conducive environment to grow good values in developing national character?

## **METHODOLOGY**

The main object of the research is the mapping of SK-KD (national competence standard and basic standard) and the Bahasa Indonesia teacher's behaviour concerning moral attitude in developing and implementing character education in the primary education context.



The research is conducted through observation on attitude development through the mapping of SK-KD in Bahasa Indonesia in the character education for the Primary level. The idea that moral attitude in developing national characteristic should be implemented since Primary School is important for it will last until the students grow up.

### **Determining Research Location and Respondents**

Considering Bandung's characteristic that is appropriate with the research objective, the research location is chosen in purpose. The research is conducted in four Primary Schools whose vision and mission is considered appropriate with the research. The data is also completed by the discussion result with Education Department in Bandung.

Based on discussions with Primary School supervisors and a teacher in SD Sukarasa, there are several points obtained. They are:

- a. SD Pasirkaliki Barat 139 is categorized as *conventional primary school*
- b. SD Muhammadiyah Antapani is categorized as *religion-based primary school*
- c. SD Sukarasa is categorized as *nationalist primary school*
- d. SD Slamet Riyadi Kiaracodong is categorized as *multicultural primary school*

The research respondents whom are also chosen in purpose are categorized into two major groups. They are Expert respondents and a group of Bahasa Indonesia teacher in Primary Schools as research sample. There are six methods used to collect the data. They are simultaneously conducted and each of them complementary each other. It is due to the method characteristic that sometimes is only suitable to collect data for certain variable. The methods are as follow: Focus Group Discussion (FGD), content analysis, observation, and interview used in the research. It allows data to be more specific and contextualized.

### **FINDINGS AND DISCUSSION**

The data gathered then be equalled by teachers' behaviour in developing values in Lesson Plan and instruction in classes. This matter is similar to the second research objective, that is illustrating teachers' behaviour that has knowledge of values in implementing character education in the outline of life-skills education in competence-based Indonesian language.

#### **Indonesian Language and Literature Learning and Character Education**

According to the interviews, teachers already know about character education. They suggest that character education is an educational process that includes the implementing of the values associated with moral behaviour of the learners in the learning process. They define the character education as 15 values: religious, honesty, tolerance, discipline, hard work, creative, independent, curiosity, nationalism, patriotism, friendly/communicative, love peace, love to read.

Character education is closely related to Indonesian language. It appears on the teaching of language skills which include listening, speaking, reading, and writing. Characters that appear on learning Indonesian are especially on the learners who are taught how to speak Indonesian politely, correctly, with a good grammar. As for the interest, it goes more favor to the Indonesian language skills in accordance with the rules of ethics in speaking. However, there are some obstacles that students perceived mainly in speaking.





Implementation constraints sometimes get students who are less accustomed in using Indonesian properly and correctly. Nonetheless, students mostly like to write because they can be more creative and expressive.

### **Lesson Plan of Indonesian Language and Literature**

The interviews reveal that teachers haven't stated the values of character education on their lesson plan of Indonesian Language and Literature explicitly. They found difficulty in connecting the theme with characters' going to be implemented.

### **The Learning Implementation of Indonesian Language and Literature**

The results of interviews and observations show that teachers have implemented the character values; honesty, discipline, love to read, creative, religious, responsibility, appreciation, creative, and communicative in Indonesian language and literature learning, especially on Indonesian language and literature learning. These are correlated to the language skills. Character values can be implemented in four language skills such as reading skills. By knowing the aims of reading, the learners can enhance their knowledge. Character value that is implemented is to love reading. Tasks given that require learners to seek information from various sources readings will also implement the values of love to read.

A suitable method to link the two is the method of demonstration or performance. In the practice of character education, one of media that can be used is pictures. For example by choosing some pictures that imaging the character values. The media, therefore, is used in the learning of writing skills. Character appraisal is to provide an objective assessment and in accordance with the capabilities of the students.

Character values implemented by teachers in the learning process are according to the aims of Indonesian language and learning process which are hard work, creative, and appreciative. The aim of learning language is to enhance the language skills of the learners. Character value implemented to achieve the aim is the materials given in reading skills that is discourse based on local wisdom that can instill the nationalism and patriotism values to the learners.

### **Observation Results in Teaching and Learning Process (PBM) of Indonesian Language and Character**

Teachers in this school have not stated yet the character values on their lesson plan of Indonesian language and literature explicitly, but they have done in the PBM. It appears from teachers' attitude and behaviour through the PBM is holding. Several character values that teachers implement are religious, independent, discipline, responsibility, care to others, honesty, hard work, love to read, appreciative. Teachers always ask the students to pray every beginning and the end of the class so that the knowledge they gain blessed by God. Teachers also teach students to care to the others and to help each other in difficult times. It shows when teacher ask student to lend his eraser to his friend who doesn't have an eraser.

PBM goes smoothly and orderly. This reflects that teacher has implemented the value of discipline to students. Teachers deliver the materials firmly and systematically. The materials are related to the listening skills. In the practice of listening, teacher asks two of students to read a text in front of the class while the rest students are listening to it well and answering questions written in their LKS. It is done to implement the independent value to the students to encourage being brave to go to the front of the class.



Teacher asks the students to answer the questions relate to the text being told by the two students is aimed to implement the hard work value to the students so that they will try hard to get the best result. After this practice is done, teacher asks students to assess their own work. It is purposed to implement the honesty value to them, justify the correct answer and dare to blame if the answer is wrong. After checking the answers together, teacher asks who gets the highest and lowest score. Teacher praises student who got the highest score and gives support to be more focus and keep learning for student who got lowest score. In addition, teacher also appreciates every student's work by posting it on the wall of class.

In the end of PBM, students are asked to read a book they interested in. It's aimed to implement the love to read value since earlier starting with readings they like. Teacher ends the PBM by saying *hamdalah* together. Character value that has been implemented since the very start of the classes is teacher ask several students to clean the class before they go home or it is also called as daily cleaning officer. The task plays as a responsibility duty for them who use the class so they have to clean it back.

Character education seems to become one amidst the many responsibilities that must be fulfilled by the teachers to be applied to the students especially at primary school level. Problems face everyday regarding juvenile delinquency to the macro level like the erosion of the ethics. That is why character education is important.

Character education according to the Curriculum Centre plays as an effort to develop character values of students to be their foundation of thinking, acting, and behave in developing themselves as a people in society and citizen in broad. Those character values are hoped to be able to differ Indonesian people with people from other country.

Based on the analysis of SK-KD, it reveals that the mapping of character values is included. Those character values such as love to read, patriotism, appreciation, tolerance, friendship, caring, communicative, religious, creative, perseverance, confidence, curiosity, bravery, and critical.

Schools and teachers as the frontline expected to bring the character education into the realm of the more applicable, practical, and assessable. Given the importance of character education, then there are 18 values which have to be integrated and stated in KTSP includes syllabus, lesson plan (RPP), self-development activities, and school routines. The Curriculum Centre summarizes those values as followed:

- 1) Religious means that the obedience attitudes and behaviours in carrying out their own religion, being tolerant to the implementation of the worship of other religions, and live in harmony with other faiths.
- 2) Honesty relates to the attitudes based on efforts to make himself as someone who can always be trusted in the words, actions, and works.
- 3) Tolerance relates to the attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions.
- 4) Discipline relates to the attitudes that show the orderly conduct and obedient to the various rules and regulations.
- 5) Work hard relates to the attitudes that show meaningful efforts in handling various obstacles through studying and doing assignments, and finish the assignments well.
- 6) Creative relates to think and do something to generate some new ways or the result of something that has been owned.
- 7) Independent relates to the attitudes and behaviours that are not easy to depend on others in completing tasks.



- 8) Curiosity relates to attitudes and actions that are always trying to find out more depth and breadth of something he had learned, seen, and heard.
- 9) Patriotism relates to the way of thinking, acting, and acknowledges that puts the interests of the nation and country above themselves and group interests.
- 10) Nationalism relates to the way of thinking, acting, and doing a show of loyalty, concern, and appreciation of language, physical environment, social, cultural, economic, and political nation.
- 11) Appreciation relates to the attitudes and actions that encourage themselves to produce something useful for society, and recognizes, and respects other people's success.
- 12) Friendly/communicative relates to the actions that demonstrate a sense of happy to talk, socialize, and collaborate with others.
- 13) Love peace relates to the attitudes, words, and actions that cause others to feel happy and secure because of the presence of him.
- 14) Love to read relates to the habits that take time to read various passages that give virtue to him.
- 15) Care to the environment relates to the attitudes and actions that work to prevent damage to the surrounding natural environment, and develop efforts to improve the natural damage that already occurred.
- 16) Care to the others relates to the attitudes and actions that always want to give help to other people and communities in need.
- 17) Responsibility relates to the attitudes and behaviours of a person to carry out the duties and obligations for themselves, society, environment (natural, social, cultural), the state and God.

No doubt that these values are the noble values that are expected to emerge from each student. However, these values are not something that can be built in a short time. Necessary commitment and tremendous effort should not be school's responsibility alone. Constant effort and continuous between schools, homes, and communities is a necessity.

Although there has been 18 character-forming nations values, but the education unit can determine its development priorities in a way to continue the precondition reinforced with several values priority from 18 values. In the implementation, the number and type of the selected character will certainly be different from one area or one school to another. It depends on the interests and condition of each educational unit. Among the various values that are developed, the implementation can be started from the essential values,

simple, and easily implemented in accordance with the conditions of each school/area, which is clean, neat, comfortable, disciplined, polite and courteous.

From all the discussions that have been conducted, researchers found some important notes, especially in the aspects of character education.

- 1) PBKB is not listed explicitly in the mapping of the SK-KD in RPP of Indonesian language teaching. However, PBKB reflected in developments undertaken in the PBM and the creation of an effective environment contains the educational value of cultural and national character explicitly. While the syllabus, lesson plans, teaching materials, and instructional media are perceived implicitly.
- 2) Several important field notes are found when researchers are observing in the Elementary School Pasirkaliki 139 Bandung, such as those students are still limited in the usage and vocabulary choice when creating sentences. This can be tolerating because the implementation is still conventional.



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- 3) In SD SlametRiyadi, pattern of the character implementation had formed strongly. However, they do not permit us to give the RPP to be photocopied. This is the same as SD Pasirkaliki that uses conventional ways in learning process.
  - 4) Character education is strong implemented in schools based on religious and multicultural. It can be perceived from a variety of school activities, classes, and the attitudes of teachers and principals. Planning and implementation of educational and cultural character of the nation conducted by the principal, teachers, education personnel (counselor) together as a community educator and implemented into the curriculum through these followed:
    - a) Self-Development Program  
In this program, planning and implementation of cultural and national character education is done through integration into the daily activities of schools through these things:
      - (1) School's Routines  
School's routines are an activity undertaken by the students constantly and consistently every time. Examples of these activities is a big ceremony on the day of statehood, hygiene inspection bodies (nails, ears, hair, etc.) every Monday, worship or pray together every dhuhur (for those who are Muslims), prayer time started and finished the lesson, say hello when you meet a teacher, staff, or friend.
      - (2) Exemplary  
Exemplary is the behaviour and attitudes of teachers and other education personnel in providing examples of good actions that are expected to be role models for students. If teachers and other educational staff want the students to behave and act in accordance with cultural values and character of the nation's, teachers and other education personnel must be the first and foremost in providing the examples behave and act in accordance to those values. For example, well-dressed, punctual, hard working, polite-spoken, affection, paying attention, to be honest, keep clean.
      - (3) Conditioning  
To support the implementation of culture and national character education, then schools should be conditioned to support those activities. Schools should reflect the life of cultural values and national character desired.  
For example, the toilets are always clean, no garbage bins at various locations and always cleaned, the school looks neat and orderly learning tools are available.
      - (4) Development of cultural and character notion's education is integrated in every subject from each subject. The values are listed in the syllabus and lesson plans. Development of those values in the syllabus pursued through the following ways:
        - (a) Reviewing Standard competence (SK) and the Basic Competence (KD) on the Content Standards (SI) to determine whether the cultural values and national character are included;
        - (b) Using a list that shows the mapping relationship between SK and KD values and indicators to determine the value to be developed;
        - (c) Stating the cultural values and national character in the table 1 into the syllabus;
        - (d) Listing the values that have been listed in the syllabus into the RPP;
        - (e) Developing an actively learning process that enable learners to have the opportunity to show it in the internalization of values and appropriate behaviours;

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- (f) Assisting students whether they find difficulties to internalize the values and to show it in behaviours.
- (5) At the potential elementary, it is quite to be visible only in the classroom, the school environment conducive situation remains to be repaired.
- (6) Unlike to the traditional SD, character education gets less emphasis.  
To overcome the above cases, here it is following description to revive the programs of character education activities in which there are many extracurricular programs that already existed before and loaded with character values.
- 1) Need to set up a training system for teachers to develop lesson plans and educational character in the RPP and PBM.
  - 2) A cooperation of Ministry of National Education synergizes various cases with the implementation of character education on the scope of the main tasks, functions, and objectives.
  - 3) Monitoring and evaluating play a role in control the implementation of character education in each work unit.
  - 4) Initiative coming from the education unit. The government provides a technical assistance to schools that have developed and implemented the character education in accordance with the typical school environment.
  - 5) Revitalize the programs of character education which are generally found in many extracurricular activities that are already exist and loaded with character values. In this case, revitalization more relates to the digging more and empowerment.
  - 6) A constant cooperation between schools, homes, and communities will be very influential in achieving these noble values. The aims of character education will be immediately visible and entrenched in everyday life.

## **CONCLUSION**

Based on the analysis and discussion conducted at the beginning, this section will be presented at the conclusion of the research conducted. The conclusions are as followed:

- 1) The analysis of SK-KD obtained the mapping of character values contained. Those values include love reading, tolerance, friendship, caring, communicative, religious, honesty, discipline, creative, perseverance, self-confidence, and critical resources.
- 2) Development of cultural education values and national character are integrated in every subject of every subject, including the Indonesian language.
- 3) Very strong character education in schools based on religious and multicultural. It can be perceived from a variety of school activities, classes, and the attitudes of teachers and principals. Planning and implementation of cultural education values and national character conducted by the principal, teachers, education personnel (counselor) together as a community educator and implemented it into the curriculum through conditioning, exemplary, and routines. The development of character education in schools and religion-based multicultural pursued through routine activities, exemplary, and conditioning.
- 4) At potential SD quite visible only in the classroom, the school environment comfortable situation remains to be repaired. Unlike the case with traditional SD, character education gets less emphasis.



- 5) Character education has not been included explicitly in the mapping of the SK-KD in the RPP of Indonesian language learning. However, character education is reflected in developments undertaken in the PBM and the creation of an effective environment contains the educational value of cultural and national character explicitly. While the syllabus, lesson plans, teaching materials, and instructional media are perceived implicitly.
- 6) A cooperation of Ministry of National Education synergizes various cases with the implementation of character education on the scope of the main tasks, functions, and objectives.

## SUGGESTION

- 1) Although there has been 18 character-forming nations values, but the education unit can determine its development priorities in a way to continue the precondition reinforced with several values priority from 18 values. In the implementation, the number and type of the selected character will certainly be different from one area or one school to another. It depends on the interests and condition of each educational unit.
- 2) Integration character education is not only deposited on PPKN and religious subjects, but on all subjects. Indonesian has a great potential to integrate character education in it. This can be attributed to the implementation of character values of analytical results of this study.
- 3) Religion-based and multicultural SD has a very strong implementation the values. It needs to be a comparative study for potential SD and traditional SD to learn the character implementation system of those schools.
- 4) Both traditional SD and potential SD are less conditioning the environment in implementing the characters, especially the routine activities, exemplary, and motivation of teachers and principals.
- 5) It needs to set up a training system for teachers in how to develop character education through RPP and PBM. The initiative must come from the education unit. The government provides technical assistance to schools that have developed and implemented character education in accordance with the typical school environment.
- 6) Monitoring and evaluating play a crucial role in controlling the implementation of character education in each work unit.

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