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Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía, Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

An Analysis of Building Students' Character in Romania and Indonesia

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Abstract

Educational systems are implemented in both Romania and Indonesia to build students' character for quality education. Based on descriptive analysis, the aim of this paper is to report some findings of how students' character is built in Romania and Indonesia. As a result, Indonesia and Romania share similar aspects in building students' characters, and what inhibits the latter is summed up by the lack of parent participation, difficulties at social and institutional levels, and individual differences. In conclusion, there are three critical points in the differences between character building: integration in the subject, integration in local content, and self-development activities.

Keywords: Student, Characters, Quality, Education, Romania.

Un análisis del desarrollo del carácter de los estudiantes en Rumania e Indonesia

Resumen

Los sistemas educativos se implementan en Rumania e Indonesia para construir el carácter de los estudiantes para una educación de calidad. Basado en un análisis descriptivo, el objetivo de

este artículo es informar algunos hallazgos sobre cómo se construye el carácter de los estudiantes en Rumania e Indonesia. Como resultado, Indonesia y Rumania comparten aspectos similares en la construcción de los caracteres de los estudiantes, y lo que inhibe a estos últimos se resume en la falta de participación de los padres, las dificultades a nivel social e institucional y las diferencias individuales. En conclusión, hay tres puntos críticos en las diferencias entre la construcción del carácter: integración en el tema, integración en el contenido local y actividades de autodesarrollo.

Palabras clave: Estudiante, Personajes, Calidad, Educación, Rumania.

1. INTRODUCTION

The aim of national education is to build democratic citizens who are faithful and devoted to Allah SWT, noble, healthy, intelligent, knowledgeable, capable, creative, independent, and responsible. Based on national education goals, it is clear that character education must be carried out in the teaching-learning process in schools. School is one place where students can develop their abilities in various fields. Character education in elementary schools can be done through traditional approaches or through the development of habits that are emphasized through habitual roles, imitation, modeling, teaching, appreciation, and punishment and authority. This development fits with the role of the school to facilitate students' learning. This approach greatly helps school administrators to improve the quality of student and staff learning as well as their school climate. Indonesia

needs good quality resources so that they can compete globally. These resources can be developed through education.

Character education can be done through capacity building such as social and emotional learning. However, at present, there are various dangerous problems in the world. Some children in school still exhibit anarchic and aggressive behaviors. Several cases in Indonesia in 2011-2016 showed that a total of 363 students were involved in fights, 441 students were rounded up, and 692 children experienced violence at school. Thus, there were 1496 cases that occurred over a period of 6 years. In addition, as many as 84% of children in Indonesia experienced violence that was assessed by the International Center for Woman (ICRW) in 2015. Therefore, it can be seen that there are still problems with character education in schools.

This problem cannot be left alone. The effect of delay in handling character education can result in the bad behavior of children, making it difficult for them to be accepted in society and, have calm lives. This causes them to experience pressure and other bad things (ABU, MOKHTAR, HASSAN & DARMANITA SUHAN, 2015). Thus, a solution must be immediately sought before more adverse effects occur.

Character education is an important aspect that must be addressed at school. Accordingly, Presidential Regulation Article 18 No. 87 from 2017 explains that the implementation of Character Education can be carried out through intra-curricular, co-curricular and extra-curricular activities, both informal and non-formal education settings (GINSBURG, BRONSTEIN & URL, 2011). Character

education is a complementary approach to strengthening one's ability to understand, manage, and express social cues. Social-emotional learning and character education support these abilities so that individuals can manage the tasks of learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. Good character consists of habits of good knowledge, mind, heart, and behavior. There are several aspects of character education, such as courage, perseverance, perseverance, patience, responsibility, justice, generosity, simplicity, communication skills, friendship, respect, and patriotism. Character is needed to develop various traits, such as empathy, obedience, self-control, moral reasoning and conscience (ADRIANA, 2010).

If we refer to character, as an aspect of personality, we observe that character involves and manifests itself, especially in social situations, by forming and expressing itself only in interactions between individuals and socio-cultural environments. Character traits include psychosocial and moral values, investment in relationships, and adjustments, based on existing values, in behavior. In terms of character structure, we define attitude as an internal way of referring to various aspects of social life. Thus, we can distinguish several types of attitudes: self-attitudes (e.g.' simplicity, pride, dignity, self-esteem, self-esteem), attitudes toward others and society (eg. altruism, humanism, patriotism, delicacy, wisdom, trust in people), attitudes towards work (e.g., perseverance, seriousness, initiative, cooperation, discipline)-(BROWNING, MCDERMOTT, SCAFFA, BOOTH & CARR, 2018).

Some studies show that character education in schools, especially moral education aimed at character building, has a great appeal. Self-control and other worth-while traits of character develop best under pressure of circumstance and interests that lead a pupil to assume responsibility for an undertaking and to carry it through (CITY, BELIEVE, AUTHOR, SOURCE, PRESS & URL, 2015). In addition, the results of other studies concluded that the implementation of character education in natural schools provides a pleasant learning experience so that students can explore themselves as much as possible (CURRIE, ROBERTS, MORGAN, SMITH, SETTERTOBULTE, & SAMDAL, 2002).

This research is different from previously carried out research, and the difference lies in the objective of the study. The subjects of this study were elementary school students in Romania and Indonesia. The key point of this research is the analysis of character education in both countries. The output will show differences in the application in the two countries. The study goals are to determine the character of elementary school students in Romania and Indonesia, analyze the factors inhibiting the building of student character, and analyze the implementation of character development of students in Romania and Indonesia.

2. METHODOLOGY

The goal of this study was to analyze the student character buildings commonly used by elementary school teachers in Romania

and Indonesia. The format of this study was qualitative research. Qualitative research combines several subjective elements to holistically integrate knowledge and research (BERKOWITZ & GRYCH, 2006). Data for this study were gathered through observations, interviews, and documentation. This research was conducted in the public elementary schools of Jajar, Surakarta (Indonesia) and Centrul Scholar de Educatie Incluziva Sf. Andrei Gura Humorului (Romania). The subjects in this study were principals and teachers. For data validity, source and triangulation techniques were used. For data analysis, John Creswell's stages of collecting data, displaying data, and making conclusions were used (DANIATI, 2019).

3. RESULTS

The main outcome of this research is the determination of how the building student's character is built, the factors inhibiting the building of student character, and the implementation of character education in Romania and Indonesia.

In Indonesia, character education is taught from kindergarten to college. The management of building student character, especially at the public elementary school in Jajar, Surakarta, is carried out through several stages: (a) the planning of character education through the socialization character education curriculum and the set character education curriculum, (b) the organization of character education, which is done by schools, (c) the implementation of character

education,: first, through integration of local content and, the inclusion of character education values in the syllabus and lesson plan, second, through integration of local content, and third, through habituation, (d) the control of character education through monitoring, evaluation, and observation reports; and (e) the evaluation of character education through assessment of the effective implementation of character education.

The student' character building that exists in Romania, especially at the Centrul Scolar de Educatie Incluziva Sf. Andrei Gura Humorului, is carried out through several stages. First, routine activities are done by the students. Routine activities in Sf. Andrei school include praying together before and after the lesson, greeting the teacher to practice having respect for the teacher, and participation in an outdoors program to train children to cultivate togetherness under the supervision of the teacher. Second, habituation activities are carried out which include the development of honesty.

This characteristic is developed at Sf. Andrei school by encouraging students to be honest in test activities as well as in daily, midterm, final semester, and even national final exams. In addition to exams and test activities, students also get used to always being honest in their actions and words when participating in various daily activities. The next type of habituation occurs through discipline. Activities that foster discipline include getting students, teachers, principals, and staff employees getting used to not coming late to school. Other habituation activities involving encouraging students to be disciplined in character. A disciplined character will be formed if

practiced repeatedly by students, so they get used to disciplined behavior. Third, discipline is taught through role-modeling, by the behaviors and attitudes of teachers, educational staff, and students. Fourth, the discipline of counseling and guidance is one of the methods by which the Sf. Andrei School pursues its primary purpose: a student-centered formative process capable of valorizing pupil and skill types, responding to community needs, and forming members of society who are responsible in their private, professional, and public lives.

There are several factors that hamper student' character building at the public elementary school in Jajar, Surakarta both internal factors and external factors. First, there is a lack of parents' participation. Second, there is a lack of coordination with parents. Third, there is no school information system. There are several factors inhibiting student' character building in Romania. The first inhibiting factor is internal factors. Internal factors come from within the school, i.e., patterns of student behavior that are difficult to regulate. The second inhibiting factor is external factors, including influences from the parents of students and environmental factors. The differences in the implementation of character education between Romania and Indonesia are listed in table 1.

Table 1: The Implementation of Character Education

Romania	Indonesia
Integration in Subjects	Integration in Subjects
Syllabus and lesson plans on	Syllabus and lesson plans on

existing competencies developed in accordance with the values to be applied (e.g., Civic Culture, Counseling, and Guidance)	existing competencies developed in accordance with the values to be applied
Integration in Local Content Teaching of optional disciplines with different purposes and themes (e.g., knowledge of local folklore, use of good manners, tourist orientation, friendly environment, etc.)	Integration in Local Content Defined by the Competency Education Unit developed by the Education Unit
Self-Development Activities School events (eg. festivals, celebrations, olympiads, optional disciplines) Extracurricular events (eg. hiking, trips, contests, visits, camps, clubs) Volunteer programs Partnerships between school units Parent' involvement in school activities (e.g., one day teachers, parents' meetings, fun activities) Teacher training programs	Self-Development Activities Cultivation and habituation Conditioning Routine activities Spontaneous activities Exemplary behavior Programmed activities Extracurricular activities Scouts Red Cross Teen (PMR) activities School health activities Sports Art Intra-school students' organizations

	Counseling guidance
	Providing services for students
	who have problems

4. CONCLUSIONS

The conclusion on student character building in Romania and Indonesia are as follows:

a.   The following methods are used to build student' character in Indonesia: (1) role modeling of teachers in the classroom; (2) direct training of children through classroom learning; (3) the integration of character education with subjects; (4) the integration of character education with school culture; (5) the integration of character education with extra-curricular activities; and (6) the integration of character education with habituation to student behavior. In Romania, the focus is on learning situations where the students assume responsibility and make decisions of moral nature, their needs, and interests, and can express emotional feelings and empathy to build character.

b.   Factors that inhibit student' character building in Romania and Indonesia are as follows. In Indonesia, the factors that inhibit student' character building are the lack of parent participation, coordination, and a school information system. In Romania, there are three factors: difficulties at social and institutional levels, school activities, and individual differences.

c.   In terms of the differences between character building in Romania and Indonesia, there are three critical points. The first point is integration in the subject. Character education in Romania develops through the syllabus and lesson plans on existing competencies in accordance with the values to be applied (e.g., civic culture, counseling, and guidance), while in Indonesia, the syllabus and lesson plans are based on existing competencies in accordance with the values to be applied. The second point is integration with local content. Character education in Romania is integrated with local content through optional disciplines with different purposes and themes (e.g., knowledge of local folklore, use of good manners, tourist orientation, friendly environment, etc.). In Indonesia, local content is integrated as defined by the Competency Education Unit developed by the Education Unit. The third point is about self-development activities. To develop the student character, Rumania uses some activities like school festivals, celebrations, festivals, celebrations, Olympiads, optional disciplines (school activities). They also develop the character by extracurricular events (eg. Hiking, trips, contests, visits, camps, clubs). Further, they also develop the student character by volunteer programs, partnerships between school units, parents' involvement in children's school activities (e.g., one day teacher, parent meeting, fun activities) and teacher training programs. In Indonesia, student character is developed through cultivation and habituation, conditioning in the classroom, and routine activities at school, in particular, scout activities. It is also developed through art education in two different arts (traditional and modern). In every

school, there is counseling guidance to develop student character and provide services for students who have problems.

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DEL ZULIA

opción

Revista de Ciencias Humanas y Sociales
Año 35, N° 24, (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.
Maracaibo - Venezuela