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BUILDING MODERATE ATTITUDE THROUGH CHARACTER EDUCATION

Muhammad Ali Ramdhani¹

Dindin Jamaluddin²

Hilda Ainissyifa³

ABSTRACT

Education is a conscious effort made by humans as the process of establishing the fundamental intellectual and emotional skills. This article elaborates the moderate attitude building through character education. The method used in this study is qualitative analysis with cause and effect model which sees a causal relationship between variables based on a literature review conducted by the author. The result of study showed that the character education learner can form moderate students. The study recommends a good model of character education to build a tolerant and moderate attitude of the students.

Keywords: moderate; education; character

¹ Department of Informatics Science, UIN Sunan Gunung Jati Bandung. E-mail: m_ali_ramdhani@uinsgd.ac.id

² Department of Islamic Education, UIN Sunan Gunung Jati Bandung. E-mail: din2jamaluddin@uinsgd.ac.id

³ Department of Islamic Education, Universitas Garut. E-mail: hildaainissyifa@uniga.ac.id

INTRODUCTION

Nowadays, plurality constitutes a major characteristic of the open society. Technological development that has succeeded to make distances between places closer leads to the formation consequence of a multicultural society i.e. a society that consists of various life styles and value orientation. Furthermore, there is no society that covers homogeneous inhabitants, races, groups, cultures, and beliefs. Diversity is a necessity in today's world society.

The diversity of community's lifestyle enables people to narrow the communication and interaction spaces among them. This can be observed from a series of disputes and disagreements that rose in human history, which originated from the mistaken interpretation of the existing differences. The human history passed the dark period, with the emergence of inter-racial dispute, conflict between religions, and even intra-religious war as a result of acceptance difficulty from different parties.

The Crusade is one of the dark histories between religions and human beliefs (Abdullah, 2005). The conflict has continued until today. In Bosnia, for instance, the followers of the Orthodox, Catholic and Muslims kill one another. In Northern Ireland, Catholics and Protestants hostile to each other; in the Middle East countries, three descents of Abraham-Jews, Christians and Muslim-violate against each other. In Sudan, the weapon is a means of communication between Muslims and Christians. In Kashmir, the followers of Hindu and Muslim quarrel and kill one another. In Sri Lanka, the Buddhist and Hindu fight. In Armenia-Azerbaijan, Christians and Muslims compete to hold the authority destructively (Shihab, 1999).

Therefore, the systematic and methodological efforts to form public attitudes through interaction and communication patterns to minimize bad consequences of diversity are needed, one of which by implementing the concept of character education that carries the values of tolerance and moderation to deal with differences. This article discusses a simple on character education model that carries the values of tolerance and moderation in dealing with differences.

METHODOLOGY

The analysis model used in this study is cause and effect analysis model using an assembled rational approach based on literature review. The developed analysis model follows the pattern suggested by Ramdhani &

Ramdhani (2014) and Ramdhani, Ramdhani, and Amin (2014). The analysis unit used to assess each subject was conducted by reviewing the topic of discussion based on definition limitations determined which is later discussed corresponding to the design approach of character education.

RESULT AND DISCUSSION

1 Character Education

Character is defined as a typical way of thinking and behaving that individual has, within the family, community, nation, and state. Individuals with good character are those who can make decisions and be ready to account for any consequence of their decision. Character can be considered as the values of human behavior associated with the Almighty God, ourselves, our fellow of human being, the environment, and nationality embodied in thought, attitude, feeling, words, and action based on religious norm, law, manner, culture, custom and aesthetic (Samani & Hariyanto, 2013).

The essence of character education, however, has a higher meaning than moral education, because character education is not only related to the matter of true-false, but it also highlights how to instill the habit to do the good things in life, so that students have the high awareness and understanding, concern and commitment to apply the virtues in everyday life. In the context of Islamic thought, character is related to faith and good deeds (Mulyasa, 2013)

Character education is aimed at improving the quality of the process and outcomes of education that leads to character education and noble character of students as a whole, integrated, and balanced, in accordance with competency standards in each educational unit. Through character education students are expected to be able to independently increase and use knowledge, assess, internalize, and personalize the values of character and noble character so that they appear in everyday behavior (Mulyasa, 2013).

In general, education is the interaction between the factors involved within it to achieve the goal of education. The Interaction of these factors can be seen clearly in the learning process, i.e. educators teach values, knowledge, and skills to students, meanwhile students receive the instruction. The target of the educational process is not merely focused on the students' intellectual development by supplying as much knowledge as possible. Above all, education is a process of transferring understanding, appreciation and the application of knowledge. Thus, the ultimate goal of education is the

students' personality development as a whole by changing the negative behavior and attitude of students to the positive ones, the destructive to the constructive one, from the bad character to the noble character, including maintaining students' good characters (Zaini, 2013).

Schwartz (2008) in Samani & Hariyanto (2013) elaborates the principles of effective character education, namely:

- a. Character education should promote the ethical core values as the foundation for good character building;
- b. Character must be understood comprehensively that covers thought, feeling, and behavior;
- c. Effective character education requires a good and proactive approach as well as promotes the ethical core values into all stages of life;
- d. Schools should be a caring community;
- e. Providing opportunities for students to perform good behaviors;
- f. Effective character education must be equipped with a meaningful and challenging academic curriculum that respects all students and helps them to achieve success;
- g. Character education should significantly develop the students' motivation;
- h. The entire staff of the school should be a learning and moral community who all share responsibility for the continuity of character education, and try to develop the ethical core values to be guideline of character education for students;
- i. The implementation of character education requires moral leadership required for school staff and students;
- j. Schools should to invite parents and community members as full partners in the character building process;
- k. The evaluation of character education should also assess the character of the school, the function of the school staff as character educators, and the way how the students implement good characters.

Meanwhile Zubaedi (2011) stated that the principles used in the development of character education are:

- a. sustainable, this means that the process of developing character values is a never ending process, starting from the beginning to the completion of students' education at school, and even when they merge into community;
- b. through all subjects, culture and self-development, as well as local content;

- c. values are not only taught, but also developed and implemented. Learning activities conducted to develop all of cognitive, affective, and psychomotor skills; and
- d. educational process that students follow is active and fun.

Character education is a system that instills character values that include components of knowledge, awareness, willingness, and action to implement the values toward God, ourselves, others, and the environment in order to be a perfect man. Character education can be integrated into the learning process in every subject. Learning materials related to norms or values in every subject need to be developed, explored, associated with the everyday life activity. Thus, learning the character values not only touches the cognitive level, but also the real internalization and implementation in students' everyday life among the community (Amri, Jauhari, & Elisah, 2011)

2 Form of Character Education in Diversity

Education can be defined as an effort to help students develop their full potential (heart, thought, feeling, and intention, and body) to face the future (Samani & Hariyanto, 2013). On the other hand, character education basically includes the development of a substance, process, and an inspiring, encouraging and facilitating atmosphere or environment for a person to develop good habits in daily life. These habits come and develop based on the awareness, confidence, sensitivity, and the attitude of the person. Thus, a character to be built through the character education is inside-out character, this means that the behavior occurs because of encouragement from within, not from outside force (Zubaedi, 2011). In this regard, the design of character education includes the development of human potential in good character development.

Character is shaped by several factors, both internal and external factors. According to Aushop (2014) the factors that may influence the students' character building are:

- a. embedded value Pattern;
- b. idol's model;
- c. habituation;
- d. reward and punishment; and
- e. need

Therefore, character education is directed to emphasize ideals, environment creation, and habituation; through a variety of scientific task and conducive activity. Thus, what is seen, heard, felt, and done by the students can form

their character. In addition to making exemplary and habituation as a method of primary education, circumstance and culture creation, as well as a conducive environment are also very important to shape the character of students (Mulyasa, 2013).

The pattern of character education relies on human culture that has values. Reality is an important element at the stage of new ideas creation and character education. The model of character education to realize moderate society is basically an educational concept that highlights educational material focusing on the internalization of universal values. The above value, teaching and universal principle are a reality that is hard to resist and can be received by various groups. The reception is a constant idea, but the implementation is adapted to the condition and reality of life.

Honesty, for example, is one of the moral values taught by all beliefs. There is no one religion or belief that does not teach honest attitude to the adherents. In the perspective of character education, the value of honesty needs to be taught in each curriculum. This means that whatever curriculum material the educator teaches and delivers to students, it should include universal values, regardless of any source it comes from.

Objective, method, material and evaluation are important points to consider in constructing education system. The four components can be used as parameters for the implementation of educational achievement. The better the construction of four components is, the better the education system will be held. And the four components must be able to contextualize and adapt to the reality of such a complex diversity and heterogeneity.

The goal of character education is strongly related to someone's attitudes and way of life. Accordingly, the goal of character education in any condition of diversity should be firmly synergistic with the goals of education itself. The application of the above goal can be various and different depending on the circumstances of the implementation of education.

The following components are method and material. The both two components are more flexible to be implemented. Therefore, sensitivity and active response on the development of method and material in education from outside will give a higher possibility than the fanaticism and romance to the past history. This is an important step, as an inclusive thought that can receive the best method and material for the development of society.

Finally, evaluation construction is urgent. This point should be aligned with the goal of education formulated above. This means that the evaluation mechanism will not be separated from an understanding of the goals to be achieved. The level of success of an educational process is measured and assessed to what extent the goals can be achieved. Thus, it is necessary to construct the goals of character education in more religious context that can be measured and assessed, not merely on philosophical dimension.

It is imperative to have strong awareness that the form of character education in the religious context of heterogeneity can be “manipulated” through contextual construction of educational method and material. This view is assumed not to have an implication that can weaken the fundamental faith / belief as the core of a person’s character education.

CONCLUSION

Education is a conscious process done and provided for the students in order that they implant and develop the physical and spiritual aspects optimally to achieve the maturity. Character education should pay attention to the purpose, method, material, and evaluation of the construction of character education system to carry out moderate and tolerant attitudes for students.

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