

## **REVITALIZATION OF NATIONAL EDUCATION CHARACTER IN ELEMENTARY SCHOOL TO THE GLOBAL PERSPECTIVE**

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### **ABSTRACT**

Character education has become a national issue of the Indonesian nation, the importance of building a nation's culture and character in line with the guidance of Law No. 20 of 2003 on national education systems which explicitly has establish the moral and character education in a very central position. Character education is contained in the definition of education that is conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual strength the nature of religion, self control, personality, intelligence, ahklak moral noble and necessary skills themselves, society, nation and the State. Education in primary schools must necessarily be held to give the example, will build and develop the creativity of students in the learning process. The purpose of education is to build Indonesia a whole person, not just a transitional education science, academic, reinforces logic alone, but also formed character, morality and noble character. The study was conducted with descriptive surveys, and the number of respondents 49, with a quota technique with simple random sampling, data analysis with descriptive statistics, the findings show that the motivation of teachers in the teaching of character education is 66%, and the value of honesty as the first choice in the educational aspect of the character of a global perspective , and 48% of respondents stated that the modeling is the dominant factor in character education.

**Keywords:** moral, learning process, ahklak, primary school

## **INTRODUCTION**

Improving the quality of education for a nation, however, must be prioritized. Because the quality of education is very important, and only qualified human who can survive in the future. One way that can be done to improve the quality of education is through character education with a global insight. What is the importance of global insight in character education? Global perspective is a view that arises from the realization that in life everything is always associated with global issues. People are no longer possible to isolate itself from global influences. Humans are part of the movement of the world, therefore, should pay attention to the interests of fellow citizens of the world. The general purpose of character education in a global perspective is in addition to adding insights also to refrain from thinking narrowly, divided by the subjective boundaries, primordial (locality) as differences in skin color, race, narrow nationalism, and so on.

The teacher's role is crucial in developing a global vision of character education in schools, especially the spirit, interest, motivation of a teacher in teaching character education. Motivation can be defined as a motivating factor which originated in man, which will affect the way a person acts. Thus, the motivation will affect the performance of teachers. According to Hilgard and Atkinson (2002), it is not easy to explain the motivation for: 1) statement of motives among people is not the same, different cultures will produce different patterns of expression, 2) motive is not the same can be realized in a variety of behaviors that are not the same, 3) Not the same motive can be expressed through the same attitude, 4) motif can appear in other forms of behavior are difficult to explain, and 5) An expression of behavior can emerge as a manifestation of a variety of motives. Motivation theory put forward by David Mc.Clelland (1995). that a person has a potential energy reserve. This energy will be used by someone as driven by the motive power and basic needs are involved, expectations of success, and the incentives that bonded to the destination. Mc. Clelland classify three human needs that can motivate a person's passion work, namely: Need for Achievement (Need for Achievement), Need for Affiliation (Need for Affiliation) and Need for Power (Need for Power). According Likona (1992) developed the characters that are important in primary schools is a moral one) conscience, self-esteem 2, 3) empathy, 4) loving the good, 5) self-control and 6) humility. According Megawangi (2004) value of the characters that need to be developed in schools include self-reliance, responsibility, honesty / trustworthy, respectful, generous, mutual cooperation, creative, hardworking, tolerance and peace. Emile Durkheim (1973) the public should have the values a good example. Fasli Jalal (2011) overview of theoretical character behavior in elementary school is a Manifestation of the potential psychological Intelligence Quotient

(IQ), emotional quotient (EQ), Spiritual Quotient (SQ) and adverse Quotient (AQ). According to the religious views of people of character in him the which contained the potential-*Sidiq, Amanah, Fathonah* and *Tabliq*. This study was conduct to Investigate the question problems are: How high is the motivation of teachers in developing a global vision of character education in elementary school? Which character value of the highest concern to teachers in a global perspective of character education in elementary school? Which dominant factors that drive the development of character education in primary schools?

### Study Design

This research using descriptive survey study, and the type of data consists of quantitative data and qualitative data, quantitative data collected through the questionnaire for the motivational variables with Likert scale, for the variable priority values and character education a major factor with the dichotomous scale (yes or no) and data qualitative interviews as supporting data.

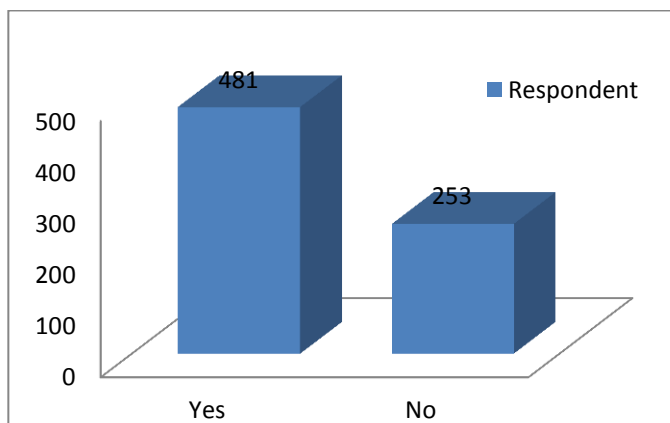
### Sample of the Study

The sample amounted to 49 respondents is a public elementary school teachers' area of Jakarta, the technique simple random sampling with quotas.

### Data Analysis

Analysis of data by using quantitative descriptive analysis with excel program and Analysis of qualitative data to interpret the meaning.

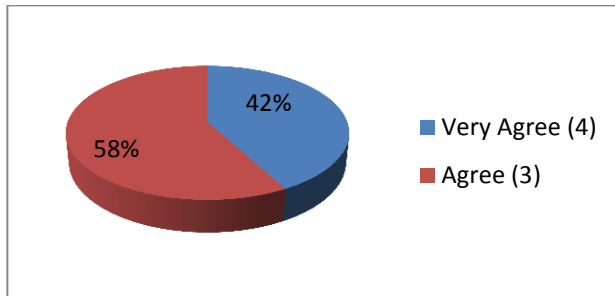
## RESULTS



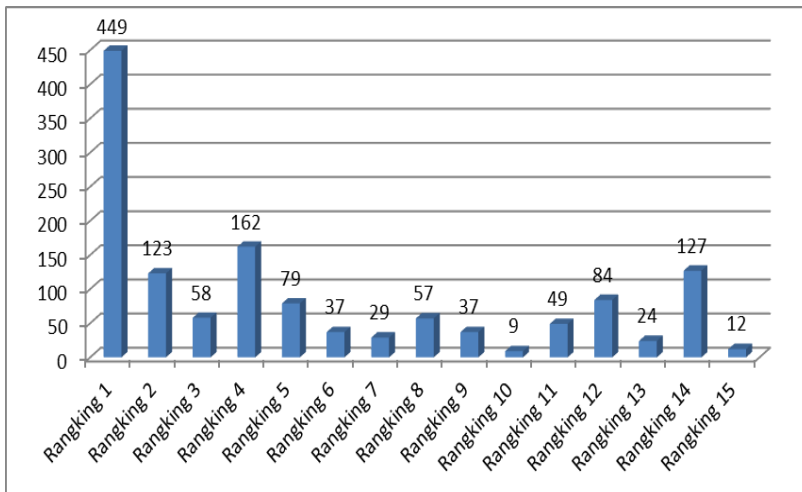
Graph 1. Distribution of Respondents response to motivational

Respondents response to motivational variables character education teachers in developing a global perspective, with indicator 1) persistence to teach character, 2) resilient to face the problem, 3) interest in teaching character, 4) the desire successfully to teach character, 5) self-teaching character.

The data in Table 1 shows the results of respondents 'answers for the the variable m variables of motivation of teachers in developing a global vision of character education the highest frequency of respondents' answers are in the category of **Yes** by 66% (481) followed by a response by 34% **No** (253).



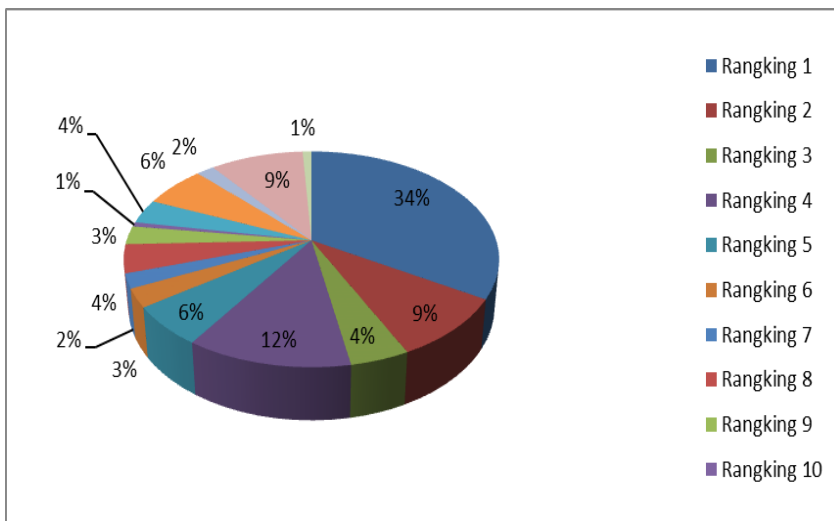
**Graph 2.** Results of respondents 'answers for the variables of motivation of teachers



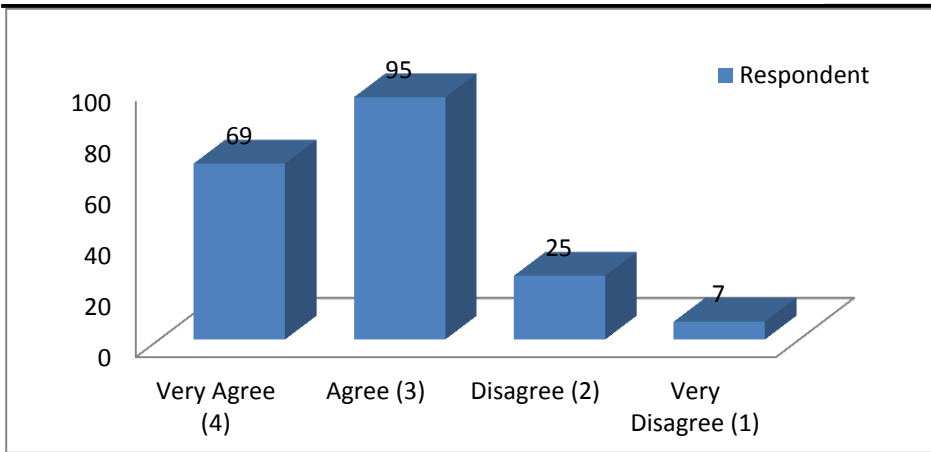
**Graph 3.** Distribution of Respondents response to the variable character

Distribution of Respondents response to the variable character of the highest concern in the establishment of the character of a global perspective in primary schools which include: responsibility, social awareness, environmental awareness, love of peace, friendship, respect for achievement, love the country, the spirit of nationalism, democratic, independent, creative, discipline, tolerance, honesty and work hard.

The data in graph 3 shows the results of respondents 'answers for the the variable Value Character highest frequency of respondents' answers are in the category ranked first by 34% (449), ranked fourth by 12% (162), ranked 14th by 9% (127), ranking second at 9 % (123), ranking 12th at 6% (84), ranking fifth at 6% (79), ranked third by 4% (58), ranked eighth by 4% (57), ranked 11th by 4% (49), 9 ranking of 3% (37), ranking sixth by 3% (37), ranking seventh of 2% (29), ranking 13 of 2% (24), ranking 15 of 1% (12), and ranking 10 of 1 % (9) statement.



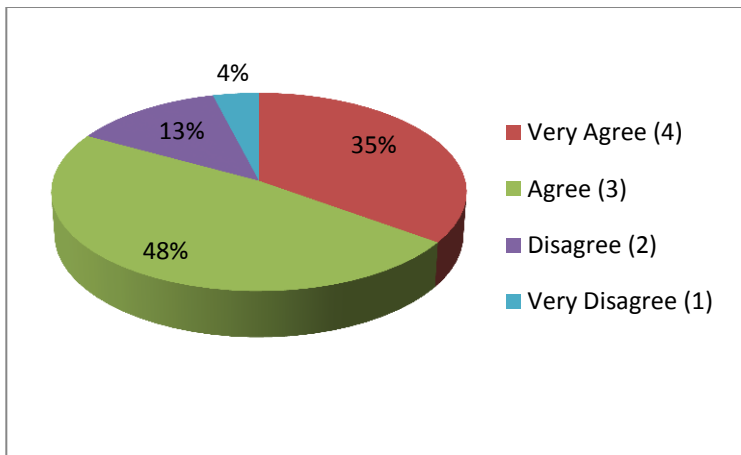
**Graph 4.** Shows the results of respondents 'answers for the the variable Value Character highest frequency of respondents' answers



**Graph 5.** Distribution of Respondents response to variable dominant factor

Distribution of Respondents response to variable dominant factor that drives the development of character education in primary schools with option 1) availability of facilities, 2) modeling 3) the award and 4) the atmosphere of the school.

The data in graph 5 shows the results of respondents' answers for the variable dominant factor in the establishment of character the highest frequency of respondents' answers contained in the statement agreed by 48% (95), strongly agree by 35% (69), less agreed a 13% (25) followed by answer strongly disagree 4% (7).



**Graph 6.** Shows the results of respondents' answers for the variable dominant factor

## **CONCLUSION**

Revitalization of the National Character Education in Elementary School To The Global Wisdom requires a proper strategy, based on research findings show that teacher motivation is very important in developing character education on a global perspective, the next in rating score of the moral values of concern to teachers is the honesty or trust, this shows that honesty is an important moral values and in a global perspective. In the development of character education show the dominant factor is exemplary. These results are positive and important because it will make a teacher, always aware of the importance of being a good model in the classroom or school, teacher educators as an ideal figure.

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