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Kata Pengantar

Puji syukur ke hadirat Allah SWT kami ucapkan, karena telah memberikan kuasa-Nya kepada kami untuk bisa menyelesaikan prosiding ini dengan baik seiring dengan terselengarakannya seminar internasional pada 13 Oktober 2012 di Hotel Internasional Asean, sebagaimana yang diharapkan.

Tema seminar yang diangkat oleh Program Pascasarjana (PPs) Linguistik Terapan Bahasa Inggris (LTBI) UNIMED kali ini adalah " Strengthening Language Competences and Character in Professionalism" (Penguatan Kompetensi Bahasa dan Karakter dalam Profesionalisme). Tujuan yang diharapkan dari seminar ini adalah hadirnya sebuah inisiatif dari para partisipan di bidang profesi masing- masing untuk menggunakan bahasa sebagai salah satu cerminan karakter yang baik dalam diri seseorang yang professional. Hal ini penting karena pada dasarnya bahasa menunjukkan bagaimana karakter yang dimiliki orang tersebut .

Demikianlah tujuan dasar dari seminar ini kami sampaikan. Dengan harapan, ini benar- benar bisa menjadi satu acuan untuk memperkuat penggunaan bahasa yang santun sehingga mampu menunnjukkan karakter dari pengguna bahasa tersebut.

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DAFTAR ISI

MODELS OF CHARACTER LEARNING THROUGH EMPOWERMENT AND LEARNING FAMILIARIZATION TO IMPROVE QUALITY OF EDUCATION

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Abstract

Education should be a process to be grown or education is to develop all learners' potentials so as they become independent, confident, respectful for differences, tolerant, patriotic, courageous to give ideas, and another good set of characters. The intelligence developed should include the affective, cognitive, psychomotor, or the spiritual, intellectual, emotional intelligence. Academic performances are merely administrative demands and are not absolute standard nor educational purpose. Seeing the condition of the nation's character like this, it ought to amend the paradigm of education, especially in developing the character of students through the process of character learning models.

Keywords: character learning models, learning, education quality

Introduction

The existence of a nation is determined by the character owned. Only a nation that has a strong character is able to make itself as a dignified nation and respected by other nations. Therefore, being a character nation is the desire of all of us. The desire to be a character nation is already long-established in Indonesia. The founding fathers firmly stated the wishes in the Preamble of the 1945 Constitution of the 2nd paragraph, to lead Indonesian people to the independence of Indonesian nation that independent, united, noble, just and prosperous. The founding fathers realized that only by becoming an independent, united, sovereign, just and prosperous state Indonesian people become dignified and respected by other nations.

Recently, there appear various quite alarming social phenomena. Symptoms of violence in solving problems are a common thing. People now tend to be anarchists and students are expected to be intellectually damaging their own

campus. It is a phenomenon that occurs due to not any of good character. The football match resulted in violence and many more people's activities do not show characters as a civilized and cultured nation (Sulistyo, 2010). Even there are many more activities of society that do not indicate as a civilized and cultured nation. The enforcement of policies almost occurs in every level of the institutions. Suppression and coercion of will of one group against other groups is considered normal. Manipulation of information becomes commonplace. The law is so keen on the error, but blind to justice. Hasanah (2009). The education seems to produce more generations that tend to complain, criticize, and select a shortcut, to achieve the desired goals. In fact, education is the most responsible to create strong character Indonesian people as capital to create high and superior civilization.

Today, Indonesia is hit by the crisis of noble values that led to the dignity of the Indonesian nation is considered low by other nations. Seeing the condition of the nation's character like this, there should be the improvement of the education paradigm, especially in developing the character of students through the learning process. Now is the time the designs of learning strategy are needed in schools and universities in the realization of expected character. Among students moral decadence is no less alarming. Among students moral decadence is no less Behavior crashing ethics, moral and law from mild to severe is often shown by the students and collegians. The habit of cheating on a test or examination is currently conducted. The desires to get pass the national examination easily or with no hard working leads the students to obtain the answers by unethical ways. They are looking for the answers from a variety of irresponsible sources. Moreover, the desire is institutional as conditioned by school leaders and teachers systemically. For those who did not pass, some of them do reckless acts with self-harm or even suicide. Unethical behavior is also shown by the college students. Plagiarism or cribbing of scientific work among college students is still massive. There is even done by doctoral students. All this indicates the fragility of character among students.

The poor condition, of course, disturbs all the components of the nation, including the President of the Republic of Indonesia. President Susilo Bambang

Yudhoyono considers the need for character development at this time. In commemoration *Darma shanti Hari Nyepi Day*, 2010, Presidents stated that character building is crucial. We want to build moral, virtuous character, and noble Indonesian. We also want to have a superior and noble civilization. Such civilization can be achieved if our societies are good people. And the ideal society can be realized when Indonesian people are good moral, and ethical, as well as well-spoken and well behaved human beings.

Therefore, it is necessary to find the best way to build and develop the character of students and collegians as human beings and people of Indonesia to have good superior and noble character. The appropriate effort for it is through education, because education has a vital and central role in the development of human potentials, including mental potential. By way of education, it is expected that there is a transformation that can develop positive character traits, and change bad characters to be good ones. Ki Hajar Dewantara firmly stated that education is a means to promote the development of moral character (inner strength, character), mind (intellect), and the child's body. Thus, clearly, education is the main vehicle to develop good character. This is where the importance of character education. The question is how character education models that can make the students have good and virtuous character and change the character bad to be good?

The Functions and Purposes of Character Education

In accordance with the aim of national education, character education is intended to develop skills and build the character and civilization of a dignified nation in the context of the intellectual life of the nation. . More specifically, character education has three main functions, namely; (1) the establishment and development of potentials. Character education serves to establish and develop human potential or an Indonesian citizen in order to think well, be good-hearted and be well-behaved in accordance with the philosophy of Pancasila life. (2) Improvement and reinforcement. Character education works to improve human

character and citizens of Indonesia are negative and strengthen the role of families, education units, communities, and government to participate and take responsibility in the development of human potentials or the citizens toward a character, advanced, independent, and prosperous nation; and (3) filters. The education of nation's cultures work to sort out the cultural values of the nation itself, and filter the positive cultural values of other nations for a human character and citizens of Indonesia to become a dignified nation.

The purpose of character education is conducted in order to achieve national education goals The purpose of character education done in order to achieve national education goals for developing students' potentials in order to become faithful human beings and pious to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens democratic and responsible.

Character Education

Character education is an education to establish the personality of the students to be thoughtful, respectful and responsible personality through the habituations of mind, hearth, and action on an ongoing basis that the results are seen in everyday action at school. A habit definitely requires continuous practices and strong self-control. Internal self-control closely related to the moral feelings has been built up when the child is four years old. Self-control can prevent a person from a variety of bad behaviors, and there is always a desire to improve them to be better. This is the source of power that can enable moral knowledge to be implemented effectively so that one has a consistent character. This aspect gets the lack of attention or interest in the learning process in schools. Character education believes in the existence of absolute morality, which is needed to be taught to the younger generation so that they know exactly what is good and true. Character education is less in line with the way of education of moral reasoning and value clarification that is used as the basic strategy of character education in America, because actually there are absolute universal moral values (not relative)

derived from the world's religions, called the golden rule. The examples are being respectful, honest, unpretentious, fair, responsible, and helpful.

Character education has a higher meaning than morale one, it teaches not only the correct or the wrong case but also the good habitual action. So, the students can comprehend and perceive the good or the wrong case. Shortly, character education is very closely related to the continuously conducted habit.

Character indicates how someone behaves. If one acts rudely or greedily, it means that he/she manifests bad deed. Conversely, if one behaves honestly and helpfully, it is said that he/she manifests valuable character. The terminology 'character' is very concerned to 'personality'. Someone is called a person of character if his/her habit is based on the good morale. Thus, a good education of character must involve not only moral knowing but also good loving, moral feeling and moral action. The pressure on the aspects above is needed by the students to comprehend, perceive and do the values of virtue without being doctrined even forced.

Developmental Principles of Character Education

Principally, developmental character is not included as the core discussion but it is integrated into subjects, self-development and the culture of educational integration. That's why, the educator and education unity need to integrate the values developed in character education into the available curriculum and syllabus. The learning principle used in the character educational development attempts the students to recognize and accept the values of character belonging to the students. So that they will be able to be accountable to all decisions they have made through the phases of recognizing the choice, valuing the choice, determining the independence, and thus becoming a value based on self-belief. By this principle, the students learn through the process of thinking, behaving, and acting. The three processes are intended to develop the students' ability to do social activities and encourage them to regard themselves as the social beings.

Principally, the cultural development and national character neither are nor included as the material but they are integrated into subject, self-development, and school culture. That's why, teacher and school need to integrate the values developed in cultural education into the curriculum unity of education (Kurikulum Tingkat Satuan Pendidikan-KTSP), syllabus and the available program of lesson plan (Rencana Program Pembelajaran-RPP).

Model of Character Learning

Designing multicultural learning model is an alternative in performing the process of multicultural education. The Indonesian poor-stricken education among its cluster in Asia described to be in unclear aim as Muchtar Buchori explained in daily Kompas (2004) is very apprehensive. Then, Musa Asy'ari (2004) states the significance of multicultural education as the process of investing way of life towards the living cultural variety among the heterogeneous society should be revitalized and reactualized creatively in Indonesia.Various cultural background belonging to the child is one of the basic principle shown by UNESCO in its universal pillar, namely *"learning to live together"*. Banks (1997:296) also proposes that the main purpose of multicultural education is to prepare the citizens to be culturally liberated to the varieties of microculture owned by microculture-microculute and other macrocultures.

Bank (1993) states that there are four approaches to integrate multicultural material in the learning process, namely; (1) *The Contributions Approach*, (2) *The Additional Approach*, (3) *The Transformation Aproach*, (4) *The Sosial Action Approach*. The approaches above have different mutual strength. But "contribution approach" and "additional approach" are the main structure in which "microculture content" can be integrated into the learning process as the actual learning situation and strengthen the local material.

One of the considered model used to build up the character is adapted from personnel teaching based on the theory Carl Rogers (1961, 1971I) in Joyce

(2009). This adapted model is adjusted with the philosophy Tut Wuri handayani, especially related to Ing Ngarso Sung Tulodo.

This model is based on the positive relationship among the men(You and Me relationship from Martin) easing them to grow up. Thus, the teaching model based on philosophy Tut Wuri Handayani, You and Me from Martin Buber) uses student-centered approach, adopting teaching model from Carl Rogers, and Indirect learning strategy, with the selection of certain methods and its supporting skills.

Learning activity is closely related to curriculum. Learning is the implementation of curriculum. The term "teaching" can be meant as the activity of teaching something. The person whose job is to teach is called teacher. In the reality, teaching has wider meaning compared to "teaching". Teaching is a process and the result is learning. This process of teaching results the character, interest, self confidence, attention, and other attitudes.

The term "learning" means an activity of learning referring to some efforts to make someone study. Many people use the term "learning" instead of "teaching". The most suitable term in English is instruction. That's why, learning is the process of selecting, determining, and developing model and strategy by using some optimal method to obtain the patterned teaching goal. By doing so, it can be said that the essence of teaching is the implementation of school curriculum to transfer the teaching material to the students.

The character learning can be done through some activities in the class, in formal or non formal education even out of education atmosphere. In the class, the character learning is conducted through the daily learning. Every learning activity develops the ability in terms of cognitive, affective, and pshycomotoric domains. That's why, special learning activity is not always needed to develop the values of character education. Nevertheless, to develop certain values like hardworking, national spirit, nationalism can be developed through normal way of teaching commonly conducted by a teacher. To develop some other values such as social and environmental care, curiosity, and creativity, it is needed the conditioning so that the student has a chance to show the action of that.

Productivity and Civilizing Character Formation

The development of character values can be seen from two points of view, namely macro and micro. Micro perspective covers all of the planning and developmental implementation of the values involving the entire occupant of the national education interest.

By macro, the character development is divided into three phases, namely: planning, doing, and result evaluation. In the planning phase, the character set is developed, crystallized, and formulated by using various sources such as: (1) philosophy: Pancasila, Constitution 1945, Constitution N0.20 year 2003 with the rules of constitution fraction; (2) theory: theory on brain, psychology, education, value, morale, and sociocultural; (3) empirical: experience and the best practice such as figures, formal and non-formal educational unity, boarding school, cultural group, etc.

In the implementation phase, process and experience learnings are developed referring to the character formation of students. This process is conducted through the proc ess of productivity and civilizing as formulated as one of the principles of national education conduct.

This process occurs in three pillars of education, namely: formal and non-formal educational unity, family, and society. Each pillar has two experiences of learning built up through approaches, intervention and habituation. In intervention, the atmosphere of interactive learning is designed to obtain the character formation by implementing structured activity.

Conclusion

By considering that this character model will cause nurturant effects like self esteem, academic motivation, social, self capacity, and learning achievement to the students, indirect instruction is selected. This kind of strategy does not show immediately the student's high involvement in conducting an observation, research, data-based inference, or hypothesis formation. Besides, in indirect instruction, the role of teachers and lecturers as a speaker changes become a facilitator, supporter and source person. Teachers and lecturers help the students discover a new idea as the provision for daily life, conducting academic duty and having a good relationship among the students and other people.

Through this learning strategy, the learning is not merely developed for short-termed learning or target of learning materials, but it is more likely to the establishment of the students' character. The teacher and lecture must be patient by not forcing the student to obtain the result of studying soon. Meanwhile, in the habituation, it is created the situation and condition and the strength enabling the student in his educational unity, house, and society to behave based on value. The productivity and civilizing process cover the example giving, learning, habituation, and reinforcement and must be developed systematically, holistically, and dynamically.

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