

Strengthening Character Education through Daily Habituation Activities

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Abstract. This study aims to explore and examine information about strengthening character education through daily habituation activities. The method used in this research is literature study. Character education as one of the most important aspects in creating quality human resources must be instilled from a basic age through daily habituation activities, so that students have a strong foundation in social life. Character education is the process of changing the attitude, psychology, morals, character of a person or group of people to become a mature person. The goal of character education basically is to form a strong characteristic, competitive, noble, moral, tolerant, cooperative, patriotic, dynamically developed, oriented to science and technology which are based by faith and piety to God Almighty and also based on Nation ideology that is Pancasila. Character education is directed to emphasize certain values such as: religious, honest, independent, fair, caring, responsible, polite, and others. In order to help students understand, interpret, and practice these values into everyday life to make it easier to achieve successful life.

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INTRODUCTION ~ The rapid development of science and technology encourages humans to always develop in various sectors or areas of life, including the education sector. All students, from kindergarten level to higher education level, have become more familiar with the development of science and technology to support the learning process. Students can easily search and find information through the internet which can access data from within and outside the country to help complete their assignments. Nowadays, it looks like the world is already in our hand because of the science and technology. The speed of information and content access and also information data that students get will definitely affect their daily lives.

The advancement of science and technology will produce enormous benefits for its users if it used properly. On the other hand, if the users of science

and technology cannot control themselves in utilizing these advances, it will have a negative impact on the users themselves. For example, students who are often allowed to play gadgets indefinitely will lose their social skills in communicating and blending with other people. This is because the tendency of these students towards gadgets makes them an individual who comfortable with being alone, just focus in their own world, playing by themselves and making gadgets their only friend in life that cannot be separated, the impact is that they will not care about the surrounding, didn't have social sensitivity, individualism, angry with no reason, influenced by foreign cultures that may not be in accordance with society norms, and the other impact that can threaten the students is they will forget our Indonesian traditional games as a nation's heritage.

The serious thing that is also threatening the human life at this time is the Covid-19 pandemic. The COVID-19 pandemic has affected various fields, one of it is of education section. The pandemic requires students to study from home or online learning. Online learning is a form of delivering conventional learning which is poured in digital format via the internet. Learning media in schools are required to use the latest technology or commonly known as ICT learning media. Online learning, is considered as the only way to deliver material between teachers and students, in a pandemic emergency. Students can interact with teachers using various applications such as classroom, video conference, telephone or live chat, zoom and whatsapp group.

Online learning is a new challenge for teachers to carry out their duties to educate, not just teaching. Teachers are required to be more active, creative, and skilled in using technology to reduce learning inequality during the pandemic so that learning continues as it should.

Education as one of the fields of human life, has an important role in creating a generation of intelligent, wise, and characterized human beings. This is in accordance with the definition of education in paragraph 1 Article 1 of Law Number 20 of 2003. In short, education is a conscious and systematic effort to create a learning environment and learning process so that students can actively develop their potential in order to have religious spiritual strength, self-control, personality, intelligence, noble character, and abilities needed by the community, nation and state. Character education is in line with the idea of creating moral education. If we look in the present and future conditions, the

availability of human resources with character is a very important requirement. This is done to prepare themselves to face global challenges and the nation's competitiveness. Therefore, it is very necessary to instill the values of the nation's character in children, especially elementary school children through daily habituation activities.

METHOD

The aim of this study is to explore and examine information about strengthening character education through daily habituation activities. The method used in this research is literature study. The literature review is taken from literature studies related to the problem being studied. The theory that underlies the problem to be studied can be found by conducting a literature study. Researchers can obtain information about research that has to do with the problem being studied. Data wick presented in this study are various concepts, theories, and literature regarding the implementation of character education as a result of a literature review.

RESULTS AND DISCUSSION

Definition of Character Education

Education is a conscious and planned effort to create a learning atmosphere and learning process for students to actively develop their abilities to have religious spiritual strength, self-control, character, intelligence, noble character, and skills needed by themselves, society, nation and state.

Character is a person's nature, morals, or personality that is created from the internalization of various virtues that are

believed to and underlie that person's perspective, way of thinking, attitudes, and actions. This virtue consists of several values, morals, and norms such as honesty, courage to act, credibility, and respect for others (Kemendiknas, 2010).

Some experts have asserted that character values are related to moral values. Jack Corly and Thomas Philip said that character is a person's attitudes and habits that enable and facilitate one's actions (in Warsono, 2010). It was further explained that character is a quality of person, if someone has good morals, good character will also be reflected in attitudes and behavior in everyday life, therefore character education is very important and strategic to build a more advanced nation.

Character education is a process of guiding students to become fully human beings with character in the dimensions of the heart, mind, body, taste and intention. In other words, character is interpreted as a good individual quality, in the sense of knowing goodness, wanting to do good, and actually doing really good deeds, which coherently radiates from thought, heart, exercise, as well as feeling and intention (Warsono 2010). Meanwhile, Sudrajat in Kurniawan (2013) stated that character education is a system of inculcating character values to school members which includes components of knowledge, understanding or willingness, and actions to practice these values, both to God Almighty, themselves, fellow creatures, the environment, and nationality so that they become human beings.

Based on some of the definitions above, it can be concluded that character education is a process of instilling

character values into students so that they become fully human beings with character in the dimensions of heart, mind, body, taste and intention. In other words, character is interpreted as a good personal quality, in the sense of knowing good, willing to do good, and actually behaving well.

The Goal Character Education

The functions of education is to develop capabilities and efforts to form a noble character of nation's sociality in the context of the intellectual life of the nation, aiming to increase the potential of students to become good human beings. Faithful and pious to God Almighty, has noble character, a healthy body, knowledgeable, has skills, creativity, independence, and becomes a democratic and responsible citizen (Kusuma Dharma, 2011: 6).

Character is something that plays a role in qualifying an individual. From the maturity of someone's character, the quality of an individual can be measured. The purpose of character education is to instill values in students and to renew the order of shared life that respects individual freedom. The long-term goal is to base someone on the contextual active response of the individual to the natural social impulses they receive, in time to sharpen the vision of life that will be achieved through a continuous process of self-formation. This long-term goal is a dialectical approach that is close to today's reality, through a process of continuous reflection and interaction between idealism, choice of means, and direct results that can be objectively evaluated.

- a. Grow noble behavior in accordance to universal values, cultural traditions, social agreements, and religious religious values.
- b. Put a leadership spirit in students to have a responsible attitude as the next generation of the nation.
- c. Develop toughness and mental sensitivity of students to the surrounding environment so they will not fall into inappropriate behavior.
- d. Increase the ability of students to avoid disgraceful traits that can harm themselves, others, and the environment. With the intention that students understand and practice values that are relevant to the growth and appreciation of human dignity.

Character Values

The sources of values developed in the application of national character education (Kemendiknas, 2010:8) are as follows : (1) Religion: in Indonesia there are 6 recognized religions, namely: Islam, Protestantism, Catholicism, Hinduism, Buddhism and Confucianism. Religion contains teachings and beliefs that God exists and that everything we do will be rewarded, so we must stay away from anything that is forbidden and do everything that is commanded. Life in the state must also be based on religious values. Therefore, the values of national character education should be based on religious principles. (2) Pancasila: Pancasila is the philosophy of the nation as the basic of the Indonesian state. The five precepts contained in Pancasila are the values that govern political, legal, economic, social, and social life. Indonesian culture and arts. The purpose of character education is to prepare young people as the nation's next

generation to have the ability and willingness to carry out the values of Pancasila as Indonesian citizens. (3) Culture: culture has an important position in people's lives because cultural values are the basic concept for communicating between people, so that culture becomes the main value in national character education. (4) National Education Goals: national education goals are the most operational source in the development of character education that connects the development of cultural and national character education. willingness to carry out the values of Pancasila as an Indonesian citizen. (3) Culture: culture has an important position in people's lives because cultural values are the basic concept for communicating between people, so that culture becomes the main value in national character education. (4) National Education Goals: national education goals are the most operational source in the development of character education that connects the development of cultural and national character education.

Character values derived from the four things above are as follows: religious religiosity, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly or communicative, love peace, love to read, care about the environment and social, and also responsibility (Kemendiknas, 2010:9-10).

Character Education Problems

One of the problems that is currently happening in relation to character education in the world of education (formal, non-formal, and informal) is the

increasing phenomenon of bad character that occurs in society. Among them is dehumanization, with symptoms such as the following:

- a. Many people are alienated from their God, fellow human beings, the natural environment in which they live, their nation and country, and themselves.
- b. There are so many mechanical human
- c. There are many intelligent people behave like fools.
- d. As a result, there are more and more attitudes and behaviors that deviate far from the values of Pancasila which reflect the low belief in the truth of the values of Pancasila (Sa'dun in Laksana, 2016).

Other than that, the decline in character education is assessed as a result of the tendency that formal education, informal education and non-formal education that have taken place so far run separately from one another in an effort to form the personality of students. Each educational institution runs individually so that what is happening now is that the personal formation of students is partial, for example a child is good at home, but when he leaves the house or is at school he likes to fight between students, is interested in hanging out with people who behave badly, commit a crime or robbery. Such attitudes are examples of deviations in morality and social behavior of students (Suyanto and Hisham, 2000: 194).

From research conducted by Akbar in 2009, 2010, 2011 on character education in elementary schools in East Java, he found several character problems and educational problems, including the following:

1. Character education that runs in elementary schools tends to have not been built on the principles of true value education.
2. Almost in all surveyed elementary schools did not have a good character education grand design in every elementary school.
3. The value and character education environment in elementary schools in East Java is still not optimal in developing life values.
4. The characteristics, mission, and goals of character education in elementary schools in East Java tend to lack socialization to all elementary school residents (students, teachers, principals, parents).
5. Composern school rules are still regulated by teachers and school principals.
6. Many schools apply mechanical punishment (Sa'dun in Laksana, 2016).

Therefore, in the future to build education and components of educational institutions, one of things that can be done is educators and parents work together in understanding the symptoms of children in the negative stage, which include: a desire to be alone, lack of willingness to work, experience boredom, feel anxious, have social conflict, have emotional sensitivity, lack of trust self, begins to have an interest in the opposite sex, excessive shyness, and likes to fantasize (Sa'dun in Laksana, 2016).

The Urgency of Character Education

National character building is a conscious effort to improve, improve all behaviors that include customs, values, potential, abilities, talents and thoughts of the Indonesian nation. The desire to become a nation with real character has long been

embedded in the Indonesian nation. The founders of the country expressed this desire in the Preamble to the 2nd paragraph of the 1945 Constitution with a firm statement, "...delivering the Indonesian people to the front gate of the independence of an independent, united, sovereign, just and prosperous Indonesian state". The founding fathers realized that only by becoming an independent, united, sovereign, just and prosperous nation would the Indonesian nation be dignified and respected by other nations.

The development of character education for elementary school age children is very important because it can provide extraordinary benefits including: growing a sense of love for God, their parents and the people around them. Have a sense of responsibility and discipline and much more. There are several things related to the importance of instilling character education including:

- a. If the dimension of character has not been part of the criteria for success in education, as long as that education will not contribute much to character building.
- b. In fact, character educators who produce reliable human resources and have an identity. Therefore, be a person who has an identity, strong character and intelligent.
- c. Moral pillars that must be possessed in a person, so that he becomes a person of good character, has an honest attitude, patience, humility, responsibility and respect, is reflected in the unity of a harmonious and dynamic personal organization. Without basic moral values that are always reflected in a person anytime

and anywhere, people can question the level of faith and piety. These values include: (1) Belief in One Supreme God, (2) Just and civilized humanity, (3) Indonesian Unity, (4) Democracy led by wisdom in representative deliberation, and (5) Social justice for all people of Indonesia.

- d. There are values that must be instilled in children at elementary school age, those are : honesty, loyalty and reliable, respect, love, unselfishness and sensitivity, kindness and friendship, courage, peace, independence and potential, self-discipline and modeconstellation, loyalty and purity, justice and compassion.

Another urgency of character education for children, especially the child's attitude towards parents is as a form of moral development and individual behavior (Fathurrohman, et al, 2013: 117). In the family, individuals are taught to be respect, respect and be devoted to both parents, especially to the mother. A mother in a weak state has been pregnant for 9 months from the beginning of pregnancy until delivery. During those times, from the beginning of pregnancy to labor, experience tiring days, suffering and anxiety are clear evidence of the enormity of a mother's struggle. Then proceed with various problems that must be faced during the process of breastfeeding, caring for, and educating children to adulthood. Therefore, the character that devoted to parents is an important thing to apply in our habits.

The devoted character to both parents, emphasizing the importance of an attitude to respect or appreciate parents

or elders. This character is an attitude of respect for oneself, others, and the environment. This can be seen in the form of attitude in treating other people as people who are respected, civilized and polite, not harassing or insulting others, and not easily judging other people's good or bad before knowing them well (Muchlas Samani & Hariyanto, 2012: 128). These attitudes can be applied in everyday life and serve as a basic guideline or reference to respect both parents as a form of filial character to both parents. Efforts to change and form a superior personality and character cannot be achieved instantly, but requires a long process. The cultivation of character values must be carried out in a sustainable and controlled manner. If the character education instilled in the child is successful, then the next generation will contain qualified and characterized people who will become Indonesian leaders in the future who will have strong integrity in advancing and building this country into a more developed country.

Implementing character education cannot be done just by one side, for example when a teacher in a school teaches and instills character values in children such as religion, honesty, courtesy, and others. The goal is to form a good character in the child in living life, but when the child is in the community he even sees many values being violated, the child will experience a dilemma, there are two possibilities that occur, they still stay faith to the values that has been learned in school, or they will forget these values and follows the violation of values that occur in society. Therefore, efforts to form a superior and characterized personality really require cooperation and coordination between schools, families,

and community members. The family as the first environment for children, has a major role. It is very important for parents at home to instill or provide moral and character education in children. Parents are the first to teach and instill the values of character education to children through good and loving treatment and being a good role model for children. The same applies to schools and communities.

Character Education through Daily Habituation Activities

Habituation is "something that is done regularly and continuously to become a habit" (Mulyasa, 2012:166). Habituation contains experiences that are practiced repeatedly and continuously. Instilling character in children must be done through habituation and practice repeatedly so that it becomes a habit and forms the desired character. Habituation is one of the effective teaching methods in character education (Ibnu Sina in Mansur, 2016: 93). The teacher is the second role model as a substitute for parents at school who can be nurtured and imitated as a role model or living example and provides habituation to students (Sulthoni, 2016). If the teacher's morals in schools reflect good or bad, then automatically that attitude will be imitated by students.

In the psychological view of behaviorism states that habits can be formed as a result of conditioning or giving a stimulus. The stimulus given must be repeated so that the desired response appears (Suyono, 2014). Based on the results of experiments conducted by Pavlov, namely classical conditioning or classical habituation. Pavlov chose a dog to be the subject of the experiment. Before being given conditioning the dog did not

salivate when the bell was rung, but after being given conditioning the bell was rung and accompanied by food in the form of meat, the dog salivated, this activity was carried out continuously and repeatedly. This causes the dog to always salivate when the bell is rung.

Based on these experiments, we can conclude that, a behavior can be changed from what was initially very difficult to do, if it is often used and repeated it will eventually get used to being able to learn and perform the behavior. Therefore, the strategy to instill and implement character education can be done through habituation in children. Through habituation, children not only learn what is right and what is wrong, but children will feel and be able to distinguish good and bad values, and whether or not they can do it. An attitude or behavior that is obtained through habituation will be very difficult to change or erase.

Character education through habituation can be carried out in daily activities both programmed and unprogrammed (Mulyasa, 2012:167). On the other hand,

according to Akbar (in Shoimah, 2018) the practice of character education can be carried out through various habituation programs, either through routine, incidental or programmed programs. The explanation is as follows: (a) Routine activities are habits that are carried out in a programmed or scheduled manner that are carried out continuously, such as: flag ceremony activities, gymnastics, and congregational prayers (b) Incidental activities are the same as spontaneous activities. Spontaneous activities are habits that are carried out directly and not through programs in special activities, such as: throwing garbage in its place, greetings, queuing, and others.

Aristoteles (in Hendriana & Jacobus, 2017) state that "We are what we repeatedly do, excellence is not an act, but a habit." Our character is basically a combination of all our habits. "sow ideas, reap deeds; sow deeds, reap habits; sow habits, reap character; sow character, reap fate" that's the saying. The process in character building can be described as follows:



Picture 1. Character Building Flow

From the picture above can be explained that the ideas that we know we will actualize in an action, the actions we do repeatedly will become a habit, habits that are carried out repeatedly / continuously will form character. In his book ESQ, Ary Ginanjar states that character building is not enough just to set a mission. It needs to be continued

with a continuous process throughout life (in Hendriana & Jacobus, 2017). The formation of character in a person is not enough just to know what character values will be done, but must be accompanied by continuous actions so that it becomes a habit that will lead to the formation of character.

Character can basically be seen as a coordinated set of habits, which contains what we think, feel, and do, in order to carry out a task. This opinion can emphasize that the essence of character is not only in understanding but also in the way of internalizing habits. As Stephen R. Covey views character creation, "sow ideas, reap deeds; sow deeds, reap habits; sow habits, reap character; sow character, reap destiny". The point here is that to build character, it is not enough just to convey what we have to do, but also a mechanism of action that is directed and unrelenting on an ongoing basis (in Hendriana & Jacobus, 2017).

Daryanto (2013) in his book *Implementation of Character Education in Schools* writes some examples of character habituation that can be done in schools as follows:

Religious, its activities are as follows:

- 1) Prayer before and after lessons,
- 2) Celebrate religious holidays,
- 3) Provide opportunities for worship to all students.

Honestly, the activities are as follows:

- 1) Providing facilities where lost goods are found, places for announcements of found or lost goods,
- 2) Transparency of financial reports and periodic class assessments,
- 3) Prohibition of cheating.

Tolerance, its activities are as follows:

- 1) Provide the same service to all class students regardless of ethnicity, religion, race, class, social status, and economic status,
- 2) Provide services to children with special needs,
- 3) Work in different groups.

Discipline, its activities are as follows:

- 1) Have attendance records,
- 2) Give awards to disciplined school members,
- 3) Have school rules
- 4) Establish the rules by providing fair sanctions for violators of the rules,
- 5) Make sure to come on time.

Hard Work, the activities are as follows:

- 1) Create an atmosphere of healthy competition,
- 2) Have a display about a slogan or motto about working and studying hard,
- 3) Create conditions of work ethic, never give up, and learning endurance.

Creative, the activities are as follows:

- 1) Create learning situations that foster creative thinking and acting,
- 2) Giving tasks that challenge the emergence of new works, both authentic and modified.

Independent, its activities are as follows:

- 1) Create a school atmosphere that builds the independence of students.

Democracy, its activities are as follows:

- 1) Making decision together through deliberation and consensus,
- 2) Open election of class administrators,
- 3) Implementing dialogical and interactive learning models.

Curiosity, the activities are as follows:

- 1) Create a class atmosphere that invites curiosity,
- 2) Communication or information media is available.

Nationality spirit, the activities are as follows:

- 1) Perform routine school ceremonies,

- 2) Perform ceremonies of national holidays,
- 3) Commemorate the national hero day,
- 4) Have a program of visiting historical places,
- 5) Take part in competitions on national holidays,
- 6) Cooperating with classmates of different ethnicity, socio-economic status.

Patriotic, its activities are as follows:

- 1) Using domestically made products,
- 2) Provide information about Indonesia's natural and cultural wealth,
- 3) Speak a good and correct Indonesian language,
- 4) Place pictures of the president and vice president, state flags, state symbols, maps of Indonesia, pictures of Indonesian people's life (images of traditional clothes, traditional dances, traditional houses, traditional weapons, and traditional musical instruments).

Appreciating Achievements, the activities are as follows:

- 1) Give appreciation for the work of students,
- 2) Achievement awards ceremony,
- 3) Create a learning atmosphere to motivate students to excel.

Friendly/communicative, the activities are as follows:

- 1) Communicate in polite language,
- 2) Classroom arrangements that facilitate student interaction,
- 3) Dialogical learning,
- 4) Teacher listen to the complaints of students.

Love peace, its activities are as follows:

- 1) Create a peaceful classroom atmosphere,
- 2) Practice non-violent behavior
- 3) Learning that does not discriminate against gender,
- 4) Affectionate kinship in the classroom.

Likes to Read, the activities are as follows:

- 1) Must read program
- 2) The frequency of library visits,
- 3) Providing facilities and a pleasant atmosphere for reading, exchanging readings,
- 4) Learning that motivates children to use references.

Environment caring, its activities are as follows:

- 1) The habit of maintaining the cleanliness and sustainability of the school environment,
- 2) Availability of garbage disposal and hand washing facilities,
- 3) Provide bathrooms and clean water,
- 4) Energy saving habituation,
- 5) Build a proper sewerage,
- 6) Provide cleaning equipment.

Social caring, its activities are as follows:

- 1) Facilitating social activities,
- 2) Doing social action,
- 3) Provide facilities for donating,
- 4) Empathize with fellow school residents,
- 5) Build class community harmony.

Responsibilities, activities are as follows:

- 1) Doing tasks without being asked,
- 2) Carry out picket duties on a regular basis,
- 3) Active participation in school activities,
- 4) Propose problem solving.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that character education is the changing process of the nature of person, psychology, morals, character of a person or group of people to become adults. Character education is essentially aimed at forming a nation that is strong, competitive, has noble character, has moral character, is tolerant, works together, has a patriotic spirit, develops dynamically, is oriented towards science and technology, all of which are inspired by piety and faith to God the One and also based on the ideology of the Indonesian nation, namely Pancasila. The sources of values used in the application of national character education in schools are: 1) Religion, 2) Pancasila, 3) Culture, 4) National Education Goals. The values of national character education sourced from the things above are as follows: 1) Religious, 2) Honest, 3) Tolerance, 4) Discipline, 5) Hard Work, 6) Creative, 7) Independent, 8) Democratic, 9) Curiosity, 10) Spirit Nationality, 11) Love for the Motherland, 12) Appreciating Achievements, 13) Friendly/Communicative, 14) Peaceful Love, 15) Like Reading, 16) Environmental Care, 17) Social Care, and 18) Responsibility.

Character education as one of the most important aspects in creating quality human resources. Parents and teachers must instill character education from an early age, so that students have a strong foundation in social life. Character education is directed to put emphasis on certain values such as respect, responsibility, honesty, care, and fairness and helps students to understand, pay attention to, and apply these values in their own lives to achieve life success.

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