



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI  
**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN**  
**(STKIP) PGRI TULUNGAGUNG**  
SENDA PROGRAM STUDI TERAKREDITASI

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No : 86/STKIP PGRI/TA/II/2015

*Certificate*

**International Seminar**  
**EDUCATION FOR NATION CHARACTER BUILDING**

This is to certify that

**DR. ENY SETYOWATI, S.Pd., M.M.**

as

**Presenter**

of paper entitled "BUILDING STUDENTS' POSITIVE CHARACTER THROUGH HOLISTIC  
EDUCATION"

Organized by STKIP PGRI Tulungagung  
on January 24<sup>th</sup>, 2015

Rector,



**Drs. H. DJOKO EDI YUWONO, M.M.**

January 24<sup>th</sup>, 2015

**International Seminar**

*Keynote Speakers:*

Prof. Dr. I Nyoman S. Degeng, M.Pd. -  
Prof. Dr. Muhammad Faizal Bin A. Ghani -  
Ferry Jie, Ph.D. -  
Charlotte A. Blackburn -





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# INTERNATIONAL SEMINAR **STKIP PGRI TULUNGAGUNG**

PROCEEDING OF INTERNATIONAL SEMINAR  
EDUCATION FOR NATION CHARACTER BUILDING  
at STKIP PGRI Tulungagung  
January 2015

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Proceeding of International Seminar Education for Nation Character Building  
@ STKIP PGRI Tulungagung 2015

These proceeding contain the full text of paper and talks presented in the International Seminar "Education for Nation Character Building" at STKIP PGRI Tulungagung on January 24<sup>th</sup>, 2015

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## PREFACE

These proceedings consist of full text of papers and talks that have been presented in international seminar. The seminar was held by Institute of Teacher Training and Education (STKIP) PGRI Tulungagung on January 24<sup>th</sup>, 2015. The Institution cooperated with a well known university in Indonesia and some foreign universities. This international seminar was a result of the hard working of the committee and the collaboration of the speakers.

The seminar would not have been possible without the time and energy put forth by the invited speakers. The invited keynote speakers in this seminar are Prof. DR. I Nyoman Sudana Degeng, M.Pd (State University of Malang, Indonesia), Prof. DR. Muhammad Faisal A. Ghani (Malaya University, Malaysia), and Chalotte A. Blackburn (USA). The four keynotes speakers deliver the material about building students character through education.

The main theme of the seminar is education for nation characters building. There are three sub-themes presented in this seminar: 1) Educational innovation to develop dignified nation; 2) The importance of character education in multicultural nation; 3) The implementation of character education in teaching and learning process.

We would like to thank to all of the speakers and participants who sent articles and presented them. Deeply thanks also delivered to the Rector of STKIP PGRI Tulungagung who has given opportunity and supports in all part of the activities so that this seminar could be done fruitfully. Hopefully this seminar can give a meaningful experience and contribution to all speakers and participants. We do apologize for the inconvenient that may be felt.

Tulungagung, March 20<sup>th</sup> 2015

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# BUILDING STUDENTS' POSITIVE CHARACTER THROUGH HOLISTIC EDUCATION

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## ABSTRACT

*Character building is fundamentally based on the need to create community that possess humanity, discipline, democratic, cooperative, problem solving, and encourage the students to put those values into practice out side of the class room. In general, character deals with God, individual, other people, environment and nationality reflected in the mind, attitude, feelings, remarks, and action based on religious norms, law, ethics, culture, and tradition. Character is built on the internalization of particular values which are considered good. There are many factors which influence the presence of those values such as social situation and condition, economic, and political condition, and so on. As the time elapses, those values undergo crisis. For example, the economic crisis and corruption happen due to the crisis of honesty. Tolerance crisis brings about violence and anarchy. A tree can be taken as an analogy. Roots stem, branches, and twigs are interrelated and so are those values. Therefore, self-sufficiency, cooperation, honesty, passion, appreciation, humbleness, responsibility, care, patience, peace, tolerance, and equitation can be developed through holistic education which covers teaching and learning, (tarbiyah), instruction (ta'lim), and character building (ta'dib). The role of family, educational institution, and government are absolutely needed in holistic education*

*Keywords: holistic, character, education*

## A. INTRODUCTION

Character as an excellence moral or moral built on various virtues which only have meaning when it is based on the values prevailing in the culture of the nation. Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System formulates the function and purpose of national education which must be used in developing education efforts in Indonesia. It is said on article 33 of the Law that "national education serves to develop and form the character and civilization of dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man who is faithful and fear unto God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic citizens, and responsible as well." The goal of national education

is the basis of education in the development of culture and character of the nation.

Culture education and national character are interpreted with education that develops cultural values and character of the nation in self-learners so that they have value and character as their character himself, to apply these values in her life as a member of society, and religious citizens, nationalist, productive, and creative (Ministry of National Education, 2010). The rapid process of globalization of science and technology will affect the thinking and acts of people in different parts of the city or village. Communities most susceptible to the effects of global phenomena are among young people, especially teenagers, which in this phase of adolescence is entering a period of transition from the life of children into adolescence relatively still unstable emotional condition, besides that is also is looking for her identity as a teenager. The

globalization process can result in the decline of cultural values and national character in young people who become assets of the nation in the future.

Therefore, to solve the above problems, it is necessary to form a positive character education. Real education is not just a transfer of knowledge, but it also transfers value. For that, strengthening cultural values and character of the nation in education is a pillar for the sake of education in Indonesia. Therefore, the issue of culture and national character is now a public spotlight on various aspects of life, both in the family, school, and community. In the process of education, culture education and character of the nation is one way to prevent degradation of ethical values and morals among adolescents (Supinah & Parmi, 2011). Success in building students' character will automatically help in building a character of nation. Therefore, the progress of a nation depends on how the character of its people, the ability of intelligence, thinking excellence of its citizens, the synergy of its leaders, and so on.

How can individual character formed? According to Budimansyah, et al. (2010), coherently the character comes from the process of thought, heart, feeling and intention and sports that contains the value, capabilities, moral capacity, and rigidity in the face of difficulties and psychological tantangan. Physiologically, individual character is interpreted as the blend of the process of heart, thought, sport and the blend of flavors and intention. The process of heart concerns with the feelings, attitudes and beliefs, also faith that produce character of honesty and responsibility. The process of thought concerns with the reasoning process in order to seek and use knowledge critically, creatively, and innovatively that generate intelligent personal. Sport concerns with the process of perception, readiness, impersonation, manipulation, and the product of new activities and sportsmanship, which produces a strong personal. Sports feeling and intention regarding the willingness that is reflected in the concern.

## B. CHARACTER EDUCATION: MORALS, MANNERS, AND VALUES

Character education discourse began to be discussed back in the past two decades. One figure who is often referred to is Thomas Lickona through his work *The Return of Character Education* (1993), who makes the world aware of the need for education in America character education to achieve the goals education. According to him, education program, which is based on the formation of character, departs from concern over the moral condition of American society. The formation of this character is based on the need to create a community that has a human moral, moral discipline, democratic, promoting cooperation and problem solving, as well as encourage the values that can be applied outside the classroom. In the Indonesian context, character building have been developed since this country stands, where the first President Ir. Sukarno put forward ideas about the importance of the formation of national character. At that time, the preferred values are awards for the independence, sovereignty, and confidence in their own strength or self-reliance. Considering that the character formation was contextual, so that he could change according to their intentions with value based as always.

According to the IHF (2008), character education is the learning process which is fun and challenging, which can build up the whole person (holistic human) where all dimensions in a balanced and optimal growing, including the formation of individual consciousness, that he is part of a family member, school, environment/community, and the global community. In general, the character is a human behavior associated with God, ourselves, our fellow human beings, the environment, and nationality, which manifested itself in the mind, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture and customs customs. Character is built based on the appreciation of certain values that are considered good.

Often when talking about character, we always link up with the morals, manners, morals, and values. Then what is the difference between

morals, manners, morals, and values with character education? According to Imam al-Jurjani (1998), is a character building that comes from her soul, spontaneous behavior without prior thought, in the form of good behavior (good morals) or bad (the despicable character). Character-based education and learning is the process of forming a business in order to become a good human moral.

Etiquette defined as learning and *mu'addib* as educators, not only in the field of hadith and religion, but also includes poetry, linguistics, speech, fairy tales and literature in general (al-Gabiri, 2001). So etiquette is the knowledge of something that can be issued from all the mistakes and errors generally include speech errors, speech, behavior, actions, and moral.

While the knowledge of a person's moral is good or bad thing. Moral education is used to teach ethics and tend to value delivery right or wrong. The fundamental problem of moral education is because religion is subjective bind to the judging. The character is a person's character that directly stimulated by the brain. Character education has a higher meaning than moral education, because not only teach what is right and what is wrong but inculcate the good habit so that students become aware, able to feel, and want to do good thing (Oktavia, et al, 2014).

The deviations of human behavior today are not only physical or tangible, but more due to low human morality. Besides, deviations of human behavior are because of bad mental from the majority of people. The bad mental leads to bad behaviors. According Bayuadi (2014), one of the causes of human behavior deviation is because the brain is too full of life issues and *terforsir* to think challenged various issues, which is termed as "overloaded". Excessive burden of thinking makes a person's brain no longer able to bear it. The load of mind is caused by many factors, both from within (internal) or outside (external). Factors in such desire is not achieved, feeling inferior to compete is lacking fair, poor education, and external factors such *sebagainya*. Sedangkan human behavior which is more concerned with property than morality, the tendency would like to enslave

others, violence, and so on. So as to face the things above, it takes the attitude that has been prepared by the ancestors of Java, ie. *sumeleh, pasrah, wening, menep, nrimo, sakmadya, kasunyatan*, and so on.

### C. HOLISTIC EDUCATION TO ESTABLISH POSITIVE CHARACTER

Holistic education is a philosophy of education that comes from thinking that essentially an individual is able to find the identity, purpose and meaning in life through a relationship with the community, spiritual values, and the natural environment. Historically, holistic education is actually not new. The goal of holistic education itself is to assist in developing the potential of individuals in a pleasant learning atmosphere, democratic, and humanist through experience in interacting with the environment around them. The things that must be considered in a holistic learning is: (1) to use as a transformative learning approach; (2) flexible learning procedures; (3) solving problems through an interdisciplinary; (4) meaningful learning; and (5) learning involves communities where individuals live (Info of Education, 2013).

Holistic education to establish the character means that the formation of the character should be done holistically and contextually. Structurally it means to build character starts from family, school, community, and *negara*. Ratna (2005) develop a model of holistic education in shaping the character involves three aspects: knowledge felling, loving and acting. People who are characterized as the nature of a person in response to a situation morally, then manifested in action through good behavior, honest, responsible, and respectful of others and other noble characters. Character closely related to the habit or custom made continuously. So a habit in holistic education is the habit of the mind, habits of the heart and habit of the hands.

In the holistic education, it is needed the role of family, school, community, and country. *First*, the role of the family is in shaping the character. Mother and Father are intermediary on the birth of a child into the world, care for, and educate him until he is mature and independent. Therefore, Islam emphasizes the obligation of children to

do character education, culture, and moral nation of Indonesia. This is in accordance with the principles of the 1945 Constitution and the Education Law No. 20 of 2003. The curriculum is structured in accordance with the level of education within the framework of the Homeland by taking into account the increase of faith and piety, an increase of noble character, an increase in the potential of the area and the environment, changes in local and national demands, demands the world of work, the development of science, technology and art, religion, the dynamics of global development, and national unity as well as the values of the nation. Power to carry out the mandate of Law is determined by the force of law. This brings the consequence that the development of the nation's character is largely determined by the behavior of law enforcement to maintain order and peace in the life of the nation for the purpose of welfare, social justice, and peace of the community. Therefore, law enforcement officials must be held by people of strong character (Astuti, 2010).

#### **D. IMPLEMENTATION OF HOLISTIC EDUCATION IN SCHOOLS IN THE FORMATION OF STUDENTS' POSITIVE CHARACTER**

In the era of globalization, with rapid and complex change, man must be given the ability to learn something new quickly, creative in finding solutions to problems, and always have a strong motivation to continue learning. In addition, it is also characterized by a heterogeneous community life, then people need to be more open, tolerant, caring for the environment, and are committed to showing the world that is more peaceful. Therefore, the school should be able to prepare students to become human that are lifelong learners, and noble character.

According to the IHF (2008), the purpose of Holistic Education with Character Based is a human form of holistic/intact (whole person) that is capable in the face of a world full of challenges and rapidly changing, as well as having a spiritual awareness that he is part of the whole (the person

within a whole). Holistic human being has five aspects, namely:

1. The physical and emotional aspects, namely the development of fine and gross motor aspects, stamina and health, concerning aspects of mental health, able to control stress, self-control (self-discipline) from negative actions, confident, risk-taking, and empathy;
2. Social and cultural aspects, ie learn to love work, work in teams, jaunty, concern about social problems, and social minded, responsible, respectful of others, understand cultural differences and customs of others, comply with all applicable regulations;
3. Aspects of creativity, which is able to express themselves in a variety of productive activities (art music, thoughts and so on), as well as finding the right solutions to problems;
4. The spiritual aspect, which is able to interpret the meaning and purpose of life and being able to reflect on himself, knowing his mission in life as an essential part of a system of life, and always be ta'zim to all of God's product, and
5. Academic aspects, namely logical thinking, speaking, and writing well. Moreover, it can express the critical questions, and draw conclusions from a variety of known information.

While developing human quality holistically include:

1. Always curious and ask (Inquirer), ie human nature to always ask and want to know thrives on him, so that his passion to continue learning into their very nature are carried to the old;
2. Critical and creative thinking (critical and creative thinkers), which is able to look at the problem from different angles, so it can take wise decisions and solve problems are very complex. Additionally able to collect, analyze, and critically evaluate all information obtained;
3. Knowledgeable wide (knowledgeable), which has a great interest in global issues that are relevant and important, so always take the time to read and to explore areas of interest.

- Knowledge about something becomes solid and grounded;
4. Effective Communicators (effective communicator), which is able to express his thoughts and feelings effectively, both verbally and in writing. With the provision of extensive knowledge, all information can be communicated with confidence and convincing;
  5. Dare to take risks (risk takers), which is facing new challenges with optimism and confidence, and dare to try new ideas and strategies to use in addressing the challenges and obstacles;
  6. Be open to all the differences that exist (open minded), which is able to respect the opinions, values, and traditions. Understand that humans have diverse cultural backgrounds, and can make decisions taking into account these differences;
  7. Care to others and the environment (caring), sensitive to the needs and feelings of others, and the environment (social, economic, and natural). Committed to social activities, and continues to provide added value to the environment (added value);
  8. Having moral integrity (integrity), which adhere to moral principles, honesty, be objective, and fair; and
  9. Have a spiritual consciousness, namely that he is part of a whole and understand that whatever it claims will bring consequences to the environment. Being able to see the shortage/excess himself, as well as having a sense of inter-connected (relationship, either with God, man and nature), and compassion (compassion and caring).

The goals of holistic educational with Character-based can be achieved if a conducive learning environment, because learning is an active process, motivated from within, support, and stimulate the spirit of the students. In the conducive learning, teachers must:

1. providing peace, polite, and able to communicate positively and effectively both to the students, as well as to parents;

2. can interact with students that creates a feeling loved, valued, respected, understood, and security to students;
3. can appreciate/understand the uniqueness and ability of each student, so that every student feel welcome;
4. able to foster a sense of tolerance towards any student background differences (cultural, ethnic, and religious);
5. be able to apply the rules and boundaries clearly, so as to apply discipline without anger; and
6. can motivate students that making mistakes is the best opportunity to learn.

The curriculum for holistic education with character-based should:

1. include activities that can develop the physical, emotional, social, including applying the concept of multiple intelligences;
2. cover all subjects are integrated (*thematic interdisciplinary teaching*) and relevant (contextual), meant for students, as well as who can dip into learning fun;
3. be structured to be able to enhance the students' understanding of concepts, processes, and the ability to do it, so that students know the benefits of the concepts learned and keen to continue to learn;
4. be designed to enable students to actively participate directly, for example by conducting scientific experiments, collecting and analyzing data, or perform roles as other scientists in various disciplines;
5. be designed to enhance the student's imagination;
6. be designed to give students the chance to share, collaborate, develop social skills, and respect him and his abilities; and
7. foster attitudes and character that respects all kinds of professions and differences.

Student evaluations are conducted by teachers and students together. Evaluation focused on the process, not just the end result. Evaluation not only on how the students to memorize or remember only (to remember), but also how students understand (to comprehend), applying (to apply), analyze the

information/data (to analyze), producing works (to synthesize), including the ability evaluate the results of his work (to evaluate). Several ways of evaluation system can be used, for example, with a portfolio, presentation of the verbal, exhibits the work or project assignments/papers/group work, role play, replied with writing/essay, answering questions with oral/discussion, competence must be controlled in accordance with those specified in the curriculum, and students provide an assessment of his own abilities.

The following will give authors an alternative learning method that can be applied in a holistic education with character-based. One method of holistic education with character-based is a method of experience (experiential learning). In order for a student to be able to turn on a value and in the end has a good character, then they not only need to be informed about the value of it, but it should be invited to experience and reflect. Experiential learning method is a method of teaching and learning processes which enable learners to build knowledge and skills and values, attitudes also through direct experience. Therefore, this method will be meaningful when learners participate in activities. After that, they were critical of activities, they gain understanding and put it in verbal or written form in accordance with the purpose of learning. In this case, experiential learning to use the experience as a catalyst to help learners develop the capacity and capability in the learning process.

In this method, step challenge for teachers is to think or design learning experience activities such as what should happen to the students, either individually or in groups. Activities should focus on student learning, thus, what we do, what they should do, what should we say or tell us to be as detailed as possible with good design. Likewise with the media and other teaching aids needed also to be completely available and ready for use. Among the learning activities in this method is to listen to classical music. According to some studies, the music can be organized patterns of neurons throughout the brain, including the patterns associated with creative thinking, and have a calming effect and stimulate the release of endorphins.

Learning activities that can be implemented through:

1. Read the description of a value. Students are invited to read the meaning of a value;
2. Playing the role. Students role play individually, in pairs, or in groups,
3. Singing. Students are invited to sing a song that contains the values to be turned on;
4. Share reflection. Students reflect on their specific situation, write, and share them with other students;
5. Brainstorm. Students each provide insight into specific cases, by writing on index cards and deliver it in the discussion;
6. Reading poems and articles. Students read poems and articles or on the value;
7. Working creatively. Students are invited to write a poetry, a poem or make drawings, pamphlets, and other creative works associated with the values to be turned on, and
8. Experience. Students are invited to share their real experiences related to revive the values in their personal lives.

Stages of learning activities include:

1. Opening activities. This stage is the stage of building a group and instills an interest in learning programs turn value. At this stage, students are given the opportunity to ask questions early on LVE (Living Values Education);
2. The core activities. It is an activity that can help students to review the values that have been discussed and studied together;
3. Knowledge and further skills. In the form of steps to bridge the learners in order to be ready to move on to further their knowledge and skills, and
4. Activity cover. Form of activity that can help learners to test their understanding and skills related to the values learned.

Here is exemplified the learning with character value, ie "love of country". If someone loves his homeland, he would be happy if the country is in good condition in all dimensions social, economic, ecological, and so on. Instead, he would be concerned if the ground water in deplorable

conditions, such as contaminated soil, water and air, or colonized economy and territory. In addition patriot will express through concrete actions, for example maintaining it's natural from exploitation, pollution, and destruction and also seeks to improve the socio-economic conditions homeland. Furthermore, he is willing to sacrifice his body lives and assets to progress his homeland and defend to the death.

Internalization of love for the country is done by getting students to read a poem or sing a song or read articles about the love of the homeland. For example the product of Gus Mus' Poetry entitled "Aku Masih Sangat Hafal Nyanyian Itu" or the song "Indonesia Tanah Air Beta". Then students are encouraged to consider a grain of Homeland Love lessons as follows:

1. Love homeland;
2. Respect and remember predecessors services;
3. Develop a sense of the country;
4. Maintain the honor and dignity as a nation;
5. Strengthen national commitment;
6. Avoiding the disintegration of the nation;
7. Embodying love to create and innovate, and
8. Promote the nation.

After the students were invited to discuss, why attitude is important homeland love?, What is the attitude of love homeland in accordance with the teachings of religion?. After reading a song or poem or article, students are invited to play a role associated with the love of the homeland. And the last students were asked to reflect on, linked to learning and implementation outside school they have done and what they would do.

## E. CONCLUSION

Positive character formation of students requires the role of the various parties, family role, the role of schools, the role of the public or the environment, and the role of the state. Education that includes all the roles of the various parties called holistic education. Holistic education includes cognitive, affective, and psychomotor. The goals of holistic education with Character-based can be achieved if the learning environment is

conducive, because learning is an active process, motivated from within, support, and stimulate the spirit of the students. One method of learning in schools that can be applied in order to realize the formation of a positive character is learning by experience (experiential learning).

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