Philosophy Of Character Education

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Abstract: *Character education is needed specially in Indonesia. Why it is needed? Because nowdays Indonesia has moral crisis. Sometimes, experts make differences between character and moral. This paper doen't want to differ them. This paper assumes that character and moral have same essential meaning that is about behavior. Character education means an education that makes students happy, no pressure, and meaningful. A characteristic of character education is that students do not lose freedom and independence. Character education can also mean education that builds character. The paper explored the phylosophy of character education. The findings of the research as hyphotesis. Why the findings as hypothesis? Because this research was categorized as theoritical research. One charateristics of theoritical research is to find out the hyphotesis. The findings of the research as follows: defining the character education, finding out indicators of character: universality and nationality, environment as contributor in character building, and environment as arena in performing character. Because the findings of this research were as hyphotesis, so it is necessary to do empirical research based on this findings.*
Keywords: *Character Education Phylosophy, Ecology Education.*

I.   Introduction

Character education means an education that makes students happy, no pressure, and meaningful.[2] A characteristic of character education is that students do not lose freedom and independence. Character education can also mean education that builds character. A person's character is formed through education that happen at home, school, and community. During this time, most people assume that the definition of education is a learning process that occurs at school. In fact education can happen anywhere. According Ki Hadjar Dewantara there are three center of education namely family, school, and community education. Education is the responsibility of all citizens. A person's character is formed through the process and is influenced by various factors that exist in the environment. It is known that the entire human education can take place in three center of education.

Due to criticism in this paper concerns about the essentials of human behavior, then this article is packed with title Character Education Philosophy. Furthermore, this paper also peel the personal character of a person in the context of social life and state. In other words, how the manifestation of one's personal character within the context of society and state. In general, a variety of character references are not contextualized in the life of society and state. Outlines the personal character alone is not complete, because it is assumed there is not necessarily a correlation between personal character with the character of society and state. Although this time the author has conducted research related to the third correlation characters already mentioned.

Human character is not always good, like a continuum line, from negative or bad to positive or good character. Character is built by environment where a person was grown and educated. Related to the environment that affects the character of a person, in this paper is called Ecology of Character Education. According to Djohar (2000), there are eight character education ecological constituent elements, namely: (1) the family, (2) schools, (3) community, (4) history, (5) geography, (6) political, (7) technology, and (8) globally. Someone responds to the existing environment, and the state of the environment, which in turn affect the future impact on the human character (see figure below).

Character: Universality and and Nationality

The reseach classifies character into two kinds, namely personal character or universal character, and state or nationality character. The characteristics of personal or universal characters: (1) honest-upright, not cheating, low profile, an open, not a lie; (2) discipline: obey the rules, timely, precise work, (3) orderly, polite, obedient; (4) be kind, loyal, humble, tolerant, caving; (5) good-minded, intelligent, mastering, having ability in problem solving, visionary; (6) Well behave, not oblique, polite; (7) hard working: work withaout count the time, work completed, work without considering the wages, happy working, persevering; (8) independent, think and do without helping from other one, full of confident; (9) creative: can create, innovative, generating alternatives, generate updates, visionary; (10) democracy: happy deliberation, not make decisions alone, happy

to listen to others, not authoritarian; (11) want to know or curious: always ask, not easily satisfied, conduct continuous studies; (12) patient: accept what is, not quick to anger, long-suffering, act calm, unhurried, resistance to temptation, high EQM (emotion quetion management), not emotional; (13) open: anyone can know, is not closed, there is no secret; (14) impersonal: has the identity, self-esteem, have a value of its own, has a clear attitude; (15) sense of responsibility: bear the risk of his work, does not involve others to his task, accountability borne alone, independently; (16) religiosity strong: taste powerful deity, discipline to do pillars of religion, good thinking, good-hearted, well-behaved, surrender; (17) likes to read and write: love reading new books, spend time to read and write, happy to make paper (writing quality).

The character of nationality: (1) strong togetherness: likes to hang out with anyone, regardless, likes discussion with his friend, like meetings, likes to listen to people's opinions; (2) good with anyone, polite, courteous, do not distinguish, appreciate others; (3) like to help and likes to give: loyal, sad to see the misery, sympathize to poor man; (4) siding to the people: to side with the public, siding with the hard, pro-poor, pro-business appropriate; (5) the responsibility to humanity: not willing to occurrence of suffering, violations of human rights, fair; (6) rewarding achievement / success: appreciate the effort to excel, dare to sacrifice for the purposes of achievement, dare to use the time to gain achievements; (7) love peace: not happy about the ongoing conflict, please do not face problems emotionally, doing good with others, not happy at the split; (8) care: do good with others, was not happy to see the suffering, happy to help, ang giving, happy to stay in touch; (9) respect the red and white flag: Feeling sank when kissing red and white flag, was suffering treating see the red and white flag with the unnatural (tear, burn), feel sad to see people using the red and white flag is not in right place; (10) has the behavior of Pancasila and the Constitution '45: feel concerned about the students at the time did not participate in ceremony of Pancasila, was concerned about the public has forgotten Pancasila, was concerned about efforts to restore Pancasila not broadcasting community responded with enthusiasm, and feel concerned Constitution '45 has already lost the essence; (11) respect the national anthem: concerned for the students at the ceremony many who do not join in singing the national anthem, was concerned to see the students in a lackluster sing the national anthem, was concerned to see the students do not feel guilty in singing the national anthem with their own wishes; (12) against disintegration: a divisive motion condemning the nation, condemned the acts of violence that occurs between the citizens of the nation that can menibulkan fading cohesive national unity, concerned about the government's attitude is not the same in the treatment of citizens of the nation in urban and border; (13) love homeland: condemned all movements which lead to the outbreak of the homeland, uphold the unity and integrity anah water, deplored the government's actions against the slow development of border area; (14) love nations: to support national unity, feel comfortable associating with citizens of different nations ethic, language, and religion, supporting young oath; (15) respect all religious: not do not limitation the associate with other religion, respect the beliefs of other, every religion invites to goodness.

Ecology of Character Education

As has been described above, Djohar (2000) stated that the development of a student or the student's character is influenced by various factors. Educational environment affects the human character. The hope through education, character students can form good character. To clarify the ecological impact of education on character can be visualized in the Figure below.
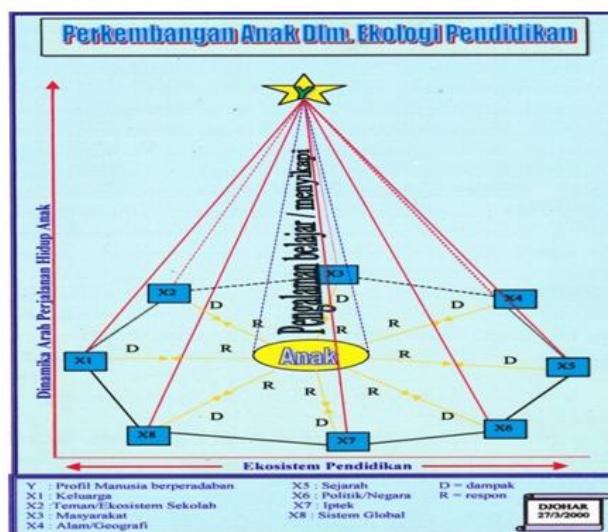
Figure. Ecology Education

Each element of ecological education has contributed in building individual character. This means that there is an interaction between the student and his environment. Family environment has contributed to the development of personal character. The school environment and the community have contributed to the personal character and the character of society. History has contributed to the character of a society. Geography has contributed to personal character, the character of the society and the character of the state. Politics has contributed to the character of the state. Technology has contributed to personal character, community, and state. While the latter is ecology global environment has contributed to personal character, society and state.

Contributors of Elements of Education Ecology in Character Building

Humans are basically human nature or nature is composed of all sorts of things that inborn, including the character, which is the nature of "human nature" them. According to Hjelle & Ziegler (1981: 1), within the limits of each culture, the appearance of human nature that vary in terms of value, aspirations and human lifestyles. Humans have tried to explain "human nature" that is Astrology, Theology and Philosophy. Scientifically personalities over value charged Psychology, was charged Psychology character other than liver expression was also charged. Both the potential to establish one's attitude that the impact of the implementation shown in a person's behavior. Individualiti being more coloring someone's identity, so much color as an expression of one's self or personal appearance. So the charge behavior in individualiti more prominent. Although the third looks symptoms in a person's social behavior.
To build the nation, according to Djohar (2011), the expected character education are:

For the realization of the nation's generation that is ready to change the role of previous generations, so that we expect is a character og nation generation ready to build our nation towards a nation that has civilization, which has a high degree of humanity, by itself the embodiment of the noble generation of nations. Means meaningful as the human development goals. Through education efforts in a way that character, is expected to be a generation of people with the potential to be a virtuous man, intelligent and skilled in life activities.

According to Kak Seto, and Sri Lestari (in Arismantoro, 2011: 2, 101) the relationship between students and teachers is good potential occurrence of character formation of students. In addition, many writers who noted the importance of the role of parents and family members to the character formation of students (Probosuseno, Mukti Amini, Nova Indriati,) in Arismantoro, (2008: 56.108 to 123). While the community's role in building the character of students appointed by Farida Hanum, in Arismantoro, (2011: 132)

Based on the information raised by Mulyana (2011: 15), according to "Heritage Foundation" in America there are nine basic characters that can be used as an indicator of human civilization, is: (1) love to God and the universe and its contents; (2) responsibility, discipline and self-contained; (3) honest; (4) respect and courtesy; (5) affection caring, and hard work; (6) confident, creative, hard work and unyielding; (7) justice and leadership; (8) good and humble, and (9) tolerance, love peace and unity. According to the Character Counts http://charactercounts.org/sixpillars.html (Anonymous, 2012b), proposed the existence of "The Six Pillars of Character": (1) trustworthiness (trustworthy); (2) respect; (3) responsibility; (4) fairness (honest); (5) caring; (6) citizenship (nationality).

Interaction of Elements Character Builder

A person's character can be seen from its environment, both within the family, school and community, including the look of (1) how one presents itself, and (2) the reaction of the way in addressing the environment. The way a person presents itself can be identified by the indicator "Human Normative Behavior". In addressing the environment, someone did the mechanism of interaction between the response and impact. The environmental impact of such symptoms that can affect the value of a person. The strong influence of the environmental impact on a person, it is determined by the magnitude of the response of the person. The response itself is essentially mirrors the basic character of the person. So the impact of the transaction between resposn an interaction as follows. Strong impact - strong response, a tug of war between the impact and the response are equally strong, so the appearance of the characters are equally strong, looks good both color and color effects response to situations that favor its appearance. Strong impact - weak response, occurs appearance of the characters that are dominated by the influence of the impact, so the color impact defeating response. Weak impact - strong response, the characters appear more colored by the basic character of the man. Weak impact - weak response, a tug of war between the impact and the response is weak, the character color is determined by the momentary situation that person, small color the character of the impact and the response, so that the character color is not clear from the influence of impact or response.

How well the environmental impacts families, communities and schools can be declared to have contributed to the formation of one's character. Response and the innate character of the results of the environmental conditions of education, is a real character of a person. The character is a character that is otherwise effective person to the environment. This process results in education that will build a person's character.

II. Conclusion

(1) According to the perspective that it is essential, human character is formed by nature and ecological education.

(2) There are many elements that build ecological pillars of character education.

(3) Character Indonesian man can basically be categorized into personal character, community, and state. Indonesian human character means not sterile but contextual.

(4) Interaction with the human nature of ecological education is the interaction of the impact and response mechanisms.

(5) Viewing profile human characters as mentioned above, then build a good human character can be pursued.

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