

TEACHERS AS AGENTS OF CHARACTER EDUCATION IN SCHOOLS

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Abstract

Teachers as agents of character education is a model, an example or role model for children in particular and society in general. Of course, since the model should be a good, all his behavior is not contrary to the norms, values or character prevailing in the community. Character is the way of thinking and behaving that is characteristic of each individual to live and work, both within the family, community, nation and state. Individuals who are the good characteristics of individuals who can make decisions and be ready to account for any consequences of the decisions he made. In the overall educational activities both at school and outside school, teachers have a central and strategic hence, the problem of teachers both in quantity, quality, and welfare must take priority, both in the interests of the entire national education and functional tasks all demanded that education be implemented in professional means conscientiously implemented and supported by professional performance. Three professional performance of teachers as follows: cognitive competence of teachers, teachers' affective competence and psychomotor competencies of teachers. Character education is a system that given character values to children of school age in which these values have the knowledge component, individual awareness, determination, and the will and action to implement the values of good against Almighty God, yourself, fellow human beings, the environment, and to the nation so that it will materialize into human perfect man. As a lecturer / educators who are directly involved in teaching and learning, the teacher plays an important role in shaping the character of their students. Teachers in this case can be an agent of the implementation of character education in schools. Teachers have a great responsibility in the formation of character education in schools. they are expected to be the agents in each learning activity. In the delivery of character education, it is necessary examples and role models. We hope through the example of teachers coupled with conditioning in the school environment as part of school culture, character-based educational attainment is expected to be more massive. curriculum should reflect the cultural values and national character. Each of the characters can be entered into the study through the stages of exploration, elaboration, up to confirm.

Keywords: Teacher, Agent, Character Education

Introduction

As Japan has slumped since the defeat of World War 2, the emperor was not asked how many soldiers are still alive, but how many teachers are still alive. This is the key to Japanese success to date, become a developed country. Teachers who serve this nation will change the destiny of this nation.

Teachers to be one component in education, there are a variety of tasks and roles associated either directly or indirectly in the school. There are 7 roles of teachers , namely: (1) educator (nurturer), (2) model, (3) teachers and counselors, (4) student (learner), (5) the communicator to the local community, (6) clerical workers, and (7) loyalty to the institution. The teacher's role is first and foremost as an educator. Teachers create a learning atmosphere in class is not only limited by walls, with the previous carry out planning. Teachers continue or transmission of knowledge, skills and values of other similar children not yet known and should be known by the child. It also tried to keep the child is able to find their own science. As the provision of children to proceed to the next level.

The teacher is a teacher as a model as an example or role model for children in particular and society in general. Of course, since the model should be a good, all his behavior is not contrary to the norms and values prevailing in the community. All forms of deviation will not happen if teachers, parents and communities are able to provide good role models for children, the potential to act in violation of norms, rules that will be increasingly scarce. Teachers must be able to give

character and the character of their students. Of course that is expected according to the character or the character of our nation's culture.

Character is the way of thinking and behaving that is characteristic of each individual to live and work, both within the family, community, nation and state. Individuals who are the good characteristics of individuals who can make decisions and be ready to account for any consequences of the decisions he made.

The formation of character is one of the national education goals. Article I of the National Education Law of 2003 states that among the national education goals is to develop the potential of learners to have the intelligence, personality and noble character. Mandate of the National Education Law of 2003 was intended to not only establish educational Indonesia intelligent beings, but also personality or character, so that later generations will be born a nation that has grown with the characters who breathe the noble values and religion.

With character education that is applied in a systematic and sustained, a child will be emotionally intelligent. Provision of emotional intelligence is important in preparing children to meet the future, because someone will be more easily and successfully deal with all kinds of life challenges, including challenges to succeed academically. The main key to character education is exemplary. As great-great theories that support it, without the example of the stakeholders in this case teachers, the educational character will only meet with failure, wherein said first and foremost role models of character education is the teacher because the teacher as an educator is required not only to deliver a personal theory of how to character, but more than that Teachers should also give examples of how to implement character education in everyday behavior. Teachers must be Agent Character Education in Schools.

Discussion

1. Teacher Professionalism

The term professionalism closely with professional and professional terms. Profession comes from the word "proffesion" which means "capable or expert in any profession. Professionalism associated with a person's attitude or behavior with respect to the profession he had. Another illustration Sutjipto that put forward by the public will see how teachers' attitudes and behaviors of everyday life, is there any exemplary or not in connection with his duties as a professional educator. Thus, it is either a principal or teacher is required to always be aware of how he should behave well to his profession and how the profession should be developed so that the attitude of people's appreciation of his ever increasing (Soetjipto, 1999:32).

In KBBI (1996: 786) stated that professionalism means quality, quality and mannerisms that are characteristic of a profession or professional person. meanwhile Muhibin (2000: 230) revealed that professionalism can be understood as the quality and special gestures that are the hallmark of professional people. it can be assumed that a person must be accounted for by a professional it is the quality of performance. Sartika (2000: 47) revealed that the quality is a process designed to improve the results of the product. In the context of education related to this problem is the teacher in order to improve the class or the learners.

In the overall educational activities both at school and outside school, teachers have a central and strategic hence, the problem of teachers both in quantity, quality, and welfare must take priority, both in the interests of the entire national education and functional tasks all demanded that education be implemented in professional means conscientiously implemented and supported by professional performance.

Here are three professional performance of teachers as follows:

- 1) The cognitive competence of teachers is the key competencies that must be owned by a teacher and professional teachers, it contains a wide range of knowledge of both declarative and declarative nature prosedural. Declarative Knowledge is a relatively static knowledge-normal with a clear structure and can be expressed verbally. Whereas procedural knowledge

which also resides in the brain is essentially praktis knowledge and skills underlying dynamic to do something.

- 2) Affective competencies of teachers. Affective domain of teacher competence are closed and the abstract, so it is very difficult to identify. This sphere of competence actually include all the phenomena of feelings and emotions such as love, hate, love, sadness and certain attitudes toward self and others, however the most common affective competencies were subjected to psychological research and discussion of education is the attitude and sense of self related to the teaching profession. Teachers who have high self-concept generally have high self-esteem as well. He had the courage to invite and encourage and assist with all his strength to his students to be more advanced. The phenomenon of courage to invite and encourage our students to advance based on the belief that teachers have on the quality of academic achievement has been his own. Therefore, to have a positive self concept, teachers need to achieve the highest academic ways a lot to learn and continuously follow the development of the era.
- 3) Competence psychomotor skills of teachers covering all the skills that are related to the implementation physicaly that his duties as a teacher. Profesional teachers need excellent mastery of a number of skills are directly related to the realm of willing subjects". Broadly speaking, the realm of competence of teachers' initiative consists of two categories, namely: (1) general physical skills, (2) special physical prowess. How far physicaly quality general and special, part dependent on the amount of memory stored in the brain. As a special nature, covering the skills that are accretion verbal (oral statements) and non-verbal (action statements) that reflected a particular teacher, especially when the process of teaching and learning process.

Competence as an agent of learning in primary and secondary education and early childhood education include: pedagogic competence, personal competence, professional competence, and social competence.

Basically the meaning of competence is a pillar of performance of a profession, and therefore in carrying out their duties, teachers are required to be able to play through the performance of professional teachers. Performance is the ability to implement something to achieve the intended purpose or a result of the implementation of a process of one's work. Performance can be recognized from the behavior, outcomes, and effectiveness of an organization. The performance is a result of the organization or individual that is useful for measuring the effectiveness of the purpose of the plan. As stated by Robbins, that "the performance or the performance of the terms of the effectiveness and efficiency of personnel data". Furthermore performance ability in executing a task or a job based on knowledge, attitudes, and skills and employee motivation.

Muhibin (2000: 230) who argued that "the authority of teacher professionalism in carrying out the diversity of competencies that are required to have a psychological as follows: (1) cognitive competence (competence domain of copyright), (2) affective competencies (skills domain of taste), (3) psychomotor competencies (skills domain of the willing). " Based on the opinions of the above can be concluded that competence is a group or a bond of knowledge, attitudes and skills that facilitate the task of the teacher.

2. Character Education

Understanding of the character according to the Ministry of Education Language Centre is a "congenital, heart, soul, personality, character, behavior, personality, character, disposition, temperament, character". The character is a personality, behavior, nature, temper, and character ". A character refers to a set of attitudes (attitudes), behavior (behaviors), motivation (motivations), and skills (skills). Character derived from the Greek word meaning "to mark" or mark and focus on how to apply the value of kindness in the form of action or behavior, so people who are dishonest,

cruel, greedy and ugly behavior of other people are saying bad character. Conversely, people whose behavior is in accordance with moral rules called noble character.

Noble character means the individual has knowledge of the potential, which is characterized by values such as reflective, confident, rational, logical, critical, analytical, creative and innovative, independent, healthy living, responsible, love science, patient, careful, self-sacrificing, courageous, trustworthy, honest, keeping promises, fair, humble, shy making mistakes, forgiving, gentle, loyal, hard working, diligent, tenacious / persistent, meticulous, initiative, positive thinking, discipline, anticipatory, initiative, visionary, humble, enthusiastic, dynamic, effective / efficient, appreciate your time, devotion, self-control, productive, friendly, love of beauty (aesthetics), sportsmanship, resilient, open, orderly. Individuals also have the awareness to do better or superior, and individuals are also able to act on the potential and consciousness. Characteristic is the realization of the positive development as an individual (intellectual, emotional, social, ethical, and behavioral).

Individuals who are better or superior character is someone who is trying to do things the best of Almighty God, himself, others, environment, state and nation and the international community in general by optimizing the potential of (knowledge) itself and is accompanied by consciousness, emotion and motivation (feelings).

Character education is an investment system the values of the character of the citizens of the school which includes the components of knowledge, awareness or volition, and action to implement those values. Character education can be interpreted as "the deliberate use of all dimensions of school life to foster optimal character development". In character education in schools, all the components (education stakeholders) should be involved, including the components of education itself, namely the content of curriculum, learning and assessment, treatment or management subjects, school management, the implementation of the activity or co-curricular activities, empowerment infrastructure, financing, and work ethos throughout the school citizen / neighborhood. In addition, character education understood as a behavior that the citizens of the school education should be characterized.

The essence and character education has the same meaning as moral education and moral education. The goal is to establish the children's personalities, to become good human beings, citizens, and good citizens. The criteria of good men, good citizens and good citizens of a society or nation, in general is a certain social values, which are influenced by the culture of the community and nation. Therefore, the nature of character education in the context of education in Indonesia is education value, namely education noble values sourced from Indonesia's own national culture, in order to foster young people's personality.

Education grounded character of the basic human character, which stems from universal moral values (absolute) are sourced from the religion which is also referred to as the golden rule. Character education can have a definite purpose, if the footing of the values of the basic character. According to the psychologist, some basic character values are: love of God and His creation natural content, responsibility, honesty, respect and courtesy, compassion, caring, and cooperative, confident, creative, hard work, and never give up, justice and leadership; good and humility, tolerance, love of peace, unity and love. Another opinion says that the basic character of human beings consist of: trustworthy, respectful and attentive, caring, honesty, responsibility; citizenship, sincerity, courage, perseverance, discipline, visionary, fair, and have integrity. Implementation of character education in schools should be grounded to the basic character values, which then developed into values more or higher (which is not an absolute or relative) in accordance with the requirements, conditions, and the school environment itself.

Grand design that was developed based on Ministry of National Education (2010), psychological and socio-cultural formation within the individual character is a function of the full potential of the human individual (cognitive, affective, and psychomotor) in the cultural context of social interaction (in the family, school, and community) and last a lifetime. Configuring the characters in the context of the totality of the psychological and socio-cultural can be grouped into: Sports Heart (Spiritual and emotional development), Sports thought (intellectual development),

Sports and Kinesthetic (Physical and kinesthetic development), and Physical Pain and Karsa (Affective Creativity and development) that can be described diagrammatically as follows.

OLAH PIKIR (Cerdas)	OLAH HATI Jujur Bertanggung Jawab
OLAHRAGA (KINESTETIK) Bersih, Sehat, Menarik	OLAHRAGA DAN KARSA Peduli dan Kreatif

Based on the above discussion can be affirmed that the character education efforts that are designed and carried out systematically to help students understand the values of human behavior associated with the Almighty God, self, neighbor, neighborhood, and nationality embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs.

Character education is a system that given character values to children of school age in which these values have the knowledge component, individual awareness, determination, and the will and action to implement the good values of the Almighty God read: (The article or articles of Islamic Education Science Education), yourself, fellow humans, the environment, and to the nation so that it will materialize into human perfect man.

3. Teacher As Agent Character Education

As a lecturer / educators who are directly involved in teaching and learning, the teacher plays an important role in shaping the character of their students. Teachers in this case can be an agent of the implementation of character education in schools. Teachers have a great responsibility in the formation of character education in schools. they are expected to be the agents in each learning activity. In the delivery of character education, it is necessary examples and role models. We hope through the example of teachers coupled with conditioning in the school environment as part of school culture, character-based educational attainment is expected to be more massive. The education process is basically to prepare students to be able to build lives and solve problems in the future. three actions that can be socialized, that national action, creativity and concern.

The main key to character education is exemplary. As great-great theories that support it, without the example of the stakeholders in this case teachers, the educational character will only meet with failure, wherein said first and foremost role models of character education is the teacher because the teacher as an educator is required not only to deliver a personal theory of how to character, but more than that Teachers should also give examples of how to implement character education in everyday behavior. At least the teacher must master the competency: professional, pedagogical, social, and personality.

Character education goal is to make the generation of students who excel and have strong and competitiveness, by providing training and religious character of good to students who offer some alternative development to establish the primacy of personal character to be virtuous individual based on three dimensions of character education is the basis for the development of complete and comprehensive character education, the individual dimension, social dimension, and the moral dimension.

Character education is the provision of views on various types of life values, like honesty, intelligence, and other concerns. And that is the choice of each individual who needs to be developed and need to be in the building, from an early age (ideally). Character can not be inherited, the character can not be bought and character can not be exchanged. Character must be built and developed a conscious day by day through a process that is not instant. Character is not something innate that can not be changed again like a fingerprint. Need the continued support of all school civitas, either of the principals, teachers, staff and students to apply the concept of character formation. Character education can be directly practiced in the classroom during the learning

process takes place so that this education should not be a specific subject. Education is the true character of affective learning that teach students to know the personal manners, discipline and mutual respect requires exemplary character education and the pattern of habituation of the students with the environment

4. Character Value Investment In Learning Activities

Character education is a new thing now though is not something new. Investment values as a personal characteristic has been going on since time immemorial. However, in line with the changing times, presumably requires the replanting of these values into a container of educational activities at every instruction.

Investment values are included into the implementation plan with the intention of learning in order to achieve a character that has been fading. Every eye lesson has its own values to be instilled in students. This is caused by the virtue of the focus of each course has a lesson stusy different characteristics.

By him, the curriculum should reflect the cultural values and national character. The following table is a description of the values and character that should be reflected in the curriculum.

Table 1. Description And Value Of Education And Culture And National Character

NO	NILAI	DESKRIPSI
1.	Religious	attitudes and behaviors that obedient in carrying out the teachings of their religion, tolerant implementation of the worship of other religions, and live in harmony with other faiths.
2.	Honest	behavior is based on efforts to make himself as one who always believed in the words, actions, and employment
3.	Tolerance	attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes and actions of others who differ from him
4.	Disciplinary	action which shows an orderly behavior and comply with various rules and regulations.
5.	Hard Work	Behavior that indicates serious efforts to address various learning obstacle duties and complete tasks with the best
6.	Creative	Thinking and doing things to generate new ways or outcome of what has been owned
7.	Independent	attitude and behavior that is not easy to depend on others in completing tasks
8.	Democratic	way of thinking, behaving and acting that assesses the same rights and obligations of himself and others
9.	Curiosity	attitudes and actions are always trying to find out more depth and breadth of what he learned, seen, and heard
10.	The spirit of Nationality	way of thinking, acting, and insight that puts the interests of the nation above self and group interests.
11.	Love the country	way of thinking, behaving and doing a show of loyalty, care, and appreciation of language, physical environment, social, cultural, economic, and political people
12.	Rewarding Achievement	Attitudes and actions that drove him to produce something useful for society, and recognize and respect other people's success
13.	Friendly	Actions that show Komuniktif pleasure to talk, socialize, and cooperate with others

NO	NILAI	DESKRIPSI
14.	Peace love	attitudes, words and actions that cause others to feel happy and secure the presence of her
15.	Joy of Reading	Habits take time to read a variety of readings that give virtue to him.
16.	Environmental care	attitude and actions are always working to prevent damage to the surrounding natural environment, and develop measures to repair environmental damage that has occurred.
17.	Social care	attitude and action that always wants to give assistance to people and communities in need
18.	Responsibility for one's	attitudes and behavior in carrying out their duties and obligations of self, society, environment (natural, social and cultural), the state and the Lord Almighty

Sumber : Litbang Kementerian Pendidikan Nasional 2010

Each of these key values can be incorporated into learning activities ranging from exploration, elaboration, up to confirm.

The first part is the exploration, among others, by the way:

1. Involving learners seeking a broader and deeper information about a topic / theme of the material is studied by applying the principles of the surrounding natural be a teacher and learn from various sources (example embedded value: independent, logical thinking, creativity, cooperation)
2. Using a variety of learning approaches, instructional media, and other learning resources (example embedded value: creative, hard work)
3. Facilitate interaction between students with teachers, environmental, and other learning resources (example embedded value: cooperation, mutual respect, care for the environment)
4. Involve learners actively in each learning activity (example embedded value: self-confidence, self-contained)
5. Facilitate learners to experiment in the laboratory, studio, or field (example embedded value: independent, cooperation, hard work)

The second part is the elaboration, the values can be inculcated among others:

1. Familiarize the students to read and write a variety of specific tasks through meaningful (eg embedded value: love science, creative, logical)
2. Facilitate learners through the provision of tasks, discussions, and others to bring new ideas both orally and in writing (example embedded value: creative, confident, critical, respectful, polite)
3. Provide an opportunity to think, analyze, solve problems, and act without fear (example embedded value: creative, confident, critical)
4. Facilitate learners in cooperative and collaborative learning (example embedded value: cooperation, mutual respect, responsibility)
5. Facilitating students to compete in a healthy way to improve learning achievement (example embedded values: honesty, discipline, hard work, respect)

6. Facilitate learner exploration carried a report either verbally or in writing, individually or in groups (example embedded value: honesty, responsibility, confidence, mutual respect, independence, cooperation)
7. Facilitate learners to present the results of individual and group work (eg embedded value: confidence, mutual respect, independence, cooperation)
8. Facilitate learners doing exhibitions, tournaments, festivals, and the resulting product (example embedded value: confidence, mutual respect, independence, cooperation)
9. Facilitate learners engage in activities that foster pride and self-confidence of students (example embedded value: confidence, mutual respect, independence, cooperation)

And the third part is the confirmation, the values are:

1. Provide positive feedback and reinforcement in the form of oral, written, gesture, or a gift to the success of students (example embedded value: mutual respect, confidence, manners, critical, logical)
2. Confirm the results of exploration and elaboration of learners through a variety of sources (example embedded value: confident, logical, critical)
3. Facilitate learners to reflect on learning experiences to gain that has been done (example embedded value: understanding the advantages and disadvantages)
4. Facilitate learners to further / in / broad acquire knowledge, skills, and attitudes, among others, with the teacher:
 - Serves as a resource and facilitator in answering questions of students who face difficulty, using a standard language and the right (example embedded value: caring, courteous);
 - help resolve the problem (example embedded value: care);
 - Provide a reference so that learners can check the results of exploration (example embedded value: critical)
 - Provide information to explore further (example embedded value: love of science), and
 - Provide motivation to students who lack or have not participated actively (example embedded value: caring, confident).

Investment value is what might be expected to make the students become more character.

Conclusion

1. Pedagogical competence, personal competence, professional competence, and social competence is a competence that should be possessed by the teacher as a learning agent
2. Professionalism of teachers are required to have a diversity of psychological competence as follows: (1) cognitive competence (competence domain of copyright), (2) affective competencies (skills domain of taste), (3) psychomotor competencies (skills domain of intention)
3. The curriculum should reflect the cultural values and national character. Character is the key to individual success. And the key to character education is exemplary
4. Character education is an investment system the values of the character of the citizens of the school which includes the components of knowledge, awareness or volition, and action to implement those values
5. A character education efforts that are designed and carried out systematically to help students understand the values of human behavior associated with the Almighty God, self, neighbor, neighborhood, and nationality embodied in the thoughts, attitudes, feelings, words , and act according to religious norms, laws, manners, culture, and customs.

6. Teachers have a great responsibility in the formation of character education in schools. they are expected to be the agents in each of the learning process
7. Each of the characters can be entered into the study through the stages of exploration, elaboration, until the confirmation

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