The Importance of Implementing Character Education

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A B S T R A C T

This article provides information about the importance of implementing character education in schools' curricula, in addition, it analyses the literature and research works in a wide sphere. Moreover, several numbers of advantages of teaching students through executing the method are given in this paper.

INTRODUCTION

Education is one of the fields that should always be supported and taken into consideration. Implementing various ways of educating students can play an important role in raising an educated young generation for society. Character education might be one example to use in education to develop students' academic activeness, level of motivation and self-concept. The process of educating people on how to interact with society is known as character education, and it typically involves imparting fundamental values like bravery, justice, and knowledge. Character is shaped by one's combination of thoughts, feelings, and behaviours. The process of training pupils to change these emotions, ideas, and actions into social behaviour can be considered character education [1]. Training students through character education helps them to become moral, civilly well-mannered, traditional, aspirant social beings. It's a way of teaching how to be an active participant in the community as opposed to being an observer. Moreover enhancing religious values, tolerance, creativity, social and environmental responsibility, and patriotism can all be achieved through character development [2]. It is true that giving an example of a patriotic person to the learners, not only gives them strong motivation to boost their academic standards but also encourages them to have a sense of patriotism towards their motherland. Likewise, a society must have citizens who care about the well-being of the whole and those who are unable to speak for themselves; having benevolent hedonists is insufficient. People must realize that they "share a common humanity" and that respect must be shown to society generally, not just to specific individuals [3]. It is a pivotal factor in executing character education, raising youth with these behavioural aspects thereby deepening their feeling of humanity, which, in turn, impacts positively on students' overall achievements regarding their educational and societal initiatives.

METHODOLOGY AND LITERATURE REVIEW

Character education is an effort to strengthen and improve the nation's moral or ethical values, especially students who will become the nation's next generation and spearhead the success of a country with honourable character. It is obvious that this method can help youth to be morally acceptable parts of their

society and nation.

The Implementation of character education brings a great number of benefits including:

➢ **Creates Stronger Communities** - students help to develop healthier, more involved communities both within and outside of schools as they grow in civic duty and moral behaviour.

➢ **Improves Academic Performance** - a focus on positive character traits like perseverance, responsibility, and teamwork can contribute to a more focused, motivated, and engaged student body, which may lead to improved academic outcomes.

➢ **Develops soft Skills** - students who receive instruction in empathy, respect, and communication are better able to control their emotions, negotiate relationships with others, and settle disagreements calmly.

➢ **Encourages Positive Educational Culture** - by highlighting fundamental principles such as integrity, and respect, character education can make schools more welcoming and inclusive, which will lessen bullying and encourage teamwork.

➢ **Promotes Ethical Decision-Making** - students get the ability to make moral choices in addition to academic ones, which enables them to face obstacles straightaway.

➢ **Promotes Personal Growth and Responsibility** - by getting students to think critically about their morals, and values character education helps them become more self-aware, disciplined, and responsible.

➢ **Prepares for a successful future** - the young generation learns how to be resilient, a leader, and disciplined in the workplace.

➢ **Decreases Behavioral Issues** - since children are more inclined to follow constructive social standards, schools that use character education programs typically witness less cases of inappropriate behaviour.

➢ **Fosters a Holistic Learning Experience** - character education enhances academic subjects by encouraging the cognitive, emotional, and social growth of the whole child, resulting in well-rounded adults.

➢ **Encourages Students as Role Models** - students who adopt and demonstrate moral behaviour can encourage their peers to follow the example, creating an atmosphere of respect and constructive influence.

There have been conducted several pieces of research which have studied the impact of character-building in education. One of the studies examined the implementation of an exploratory approach and a goal-free evaluation mode. According to Rossi and Freeman, an impact evaluation analyzes how well a program is doing at introducing change.

Youker states that there are four processes involved in free evaluation or evaluation of impacts: 1) determining essential effects to look at without stating the goals; 2) identifying what happens without the goals being prompted; 3) finding the events that can be rationally associated with the intervention or program; 4) Assessing the impact's degree; good, negative, or neutral. The research covered the following topics: the effects of character education, events associated with character education, implementation, evaluation, and coordination; activities that have an impact on character education; the development of students' characters; and aspects of character education that require improvement [4]. This study was carried out from January to July 2018 in Indonesia. This study was carried out in Indonesian senior high schools where religious education was introduced into the curriculum. Nine schools participated in the study: three senior high schools from West Nusa Tenggara, which represents the eastern part of Indonesia; three senior high schools from East Kalimantan, representing the central part of Indonesia; and three senior high schools from the Special Region of Yogyakarta in the western part of Java. Each province's three schools were used as a representation of the high, medium, and low levels of qualifications. In the research, nine teachers, two parents, and six kids participated at each school; therefore, 81 teachers, 18 parents, and 54 students took part overall from nine schools. The principal, the

curriculum vice principal, the student department vice principal, civic education teachers, religious teachers, and guidance and counselling teachers were among the educators who actively participated in the implementation of character education in schools. They were specifically chosen because, according to the Curriculum 2013, they were leading the charge on character education in senior high schools. Parents were the process observers as they knew the changes happening with their children, meanwhile, students also participated as the main subjects of the study. By conducting this research, the impact and importance level of character education were identified.

RESULT

Character education generally helped pupils modify the way they behaved. According to the policy, the character education program gave schools the chance to develop guidelines that would balance kids' social and academic standings.

Therefore, character education has an impact on schools as educational institutions as well as pupils. Character education in schools has been shown to have beneficial effects on students' behavioural development, particularly in the areas of nationalism, cooperation, responsibility, religion, civility, and confidence. The growing number of pupils participating in daily worship at school demonstrated the development of students' religiosity. According to students, they gained self-confidence, since they started to show their perspectives, being able to judge inappropriate situations, and actively participating in various tournaments and competitions.

Over the course of four years, researchers assessed a number of outcomes in five school districts that were launching or implementing character education initiatives. Surveys of administrators, teachers, and students revealed an apparent change in conduct related to character. Following the introduction of the character education programs, suspension and dropout rates also declined in several districts; nevertheless, there was no clear correlation between character education and these behavioural markers. Perhaps as a result of the lack of a clear connection between character education objectives and student achievement objectives, character education programming had minimal effect on student achievement. The study also looked at the connection between the program's degree of implementation inside the school and the outcomes that were measured. According to expectations, schools with more fully completed programs had lower suspension rates and a larger improvement in perceived character-driven conduct than schools with less fully implemented programs. When school staff members adopted the program as their own, the program was implemented to the greatest extent possible. This emphasized how important it is to secure staff and community support in order to undertake a character education program [6].

DISCUSSION

Considering the results of the research mentioned above, it must be stated that character education has several potential advantages regarding moral and academic aspects. Character education is about how to educate characters. In other words, character education must be developed for students and other stakeholders in the education context [7]. Thus, teaching students by giving the example of any character defines character education. The controversies regarding the implementation of this method should be also taken into consideration. Some people describe character education as a religious education, as a result, this leads to a failure in executing the method. However, it has a positive impact on children's not only gaining knowledge but also learning the world as a whole, for it teaches them how to be honest, kind, and responsible, at the same time, how to approach every situation with full transparency. In both academic and social life with the help of this method, educators can provide opportunities to students so that they can obtain achievements in their field, additionally, giving them a chance to participate actively in social communities. Overall, it helps to bring an empathetic and kind layer of society thereby character education in a global citizenship.

CONCLUSION

To sum up, character education is essential in developing people who are not just capable of academics but also morally upright and socially aware. Character education supports students' overall development by highlighting virtues like honesty, compassion, decency, and flexibility, equipping them to handle

difficult social issues. Character education creates a nurturing atmosphere that encourages both individual development and constructive community involvement when it is skillfully incorporated into curricula and school culture. Additionally, the advantages of character education go beyond scholastic achievement; they also have an impact on long-term results including enhanced mental health, more solid interpersonal bonds, and engaged citizenship. Consequently, character education ought to be acknowledged as a crucial element of the educational process, necessitating a consistent dedication by educators, parents, and communities to produce morally and socially responsible individuals.

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