URGENCY OF CHARACTER EDUCATION INTEGRATION VALUE IN SCHOOL

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Abstract: Today the world is suffering from various diseases. Business without morality Political without principle, Education without character, sustenance without sacrifice, Humanity without merit, the devotion without faith. Today the seven mentioned above illness are causing all problems to the Nation. Everyone must decide to free the country from seven painful diseases. The idea of integrated education is not just about how to make people smart, but to make good people too. It is not just about giving people knowledge, but also helping them to translate that knowledge into true wisdom. With an integrated education, there is no division between school and community, study and human life, knowledge, and kindness. This paper contains three essentials. First, the integrative meaning of the nation's educational values. Second, the pattern of integration of the nation's educational values on learning activities in schools. Third, implications for schools, teachers, learners, and parents. This paper contains three essentials. First, the integrative meaning of educational values. Second, the integration of educational values in school activities. Third, implications for schools, teachers, learners, and parents.

Keywords: Integration, Value, Education, Character
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Introduction

The dynamics of education in Indonesia is challenged to be able to access a diversity of both the diversity of cultures, languages, religions, and others, as input to be an advantage. In the conventional view, the advantage is the value of the flag raisers *(flag carries),* which is only done by a handful of people where the person has a surplus or virtue. But in a new perspective that the advantage was not only a *privilege* that only possessed by those who have excess *(excellence for the* excellence), but the benefits or advantages for all *(excellence for* all).In efforts to achieve *excellence for all* this, it is necessary to empower the learning human resources learners or students *(empowering learning* process).

Tasks like this certainly inherent in a teacher, because the teacher is generally a mentor for the students so that they can develop the potential that exists within him. The success of a teacher in providing guidance to the learners can be seen from the form of the products it produces graduates who have a balance between the ability of cognitive, affective and psychomotor. To produce graduates who have a balance in the three aforementioned capabilities is not easy. Required a long process, continuous, as well as tutors or teachers who have the motivation, innovation and a strong character, where the character will be transformed to all learners.

One of the crucial issues the nation of Indonesia, especially with regard to the preparation of HR prepared competition in the global era is the crisis of the values of the nation's education. At this time, the Indonesian nation is experiencing a crisis of values education of the nation, which is characterized by the proliferation of crime and other acts that do not reflect the values of the nation's education, conducted by the air-education and others who have positions located in government or society. We can no longer count on one hand how many former government officials were convicted of involvement in a criminal case, corruption, and abuse of office. Today the world is afflicted with seven kinds of disease; Business without morality Politics without principles, education without character, Sustenance without sacrifice, A harvest without labor, Humanity without virtue, devotion without faith. Today the seven mentioned above is a disease that causes the problem Nations. Each person must decide to rid the country of seven painful disease.

The issue also affected in the school environment. For example; national exam leak occurred in Medan, Bandung and Solo (Aniek Gufron: 2010). Reality shows that the educational institutions have not managed to prepare graduates who have the commitment and high moral standards. In this context, Doni Koesoema, suggests that the education we're a time bomb which will destroy the joints of the social order anytime. Meanwhile, in order to win the competition in many areas of life requires intelligent human resource availability, scholar, and moral. Thus, the success of an education is supported and defined by the character possessed by a teacher or educator. It is certainly no exaggeration, because the teacher is a transformer of science or knowledge, while science or knowledge without character as expressed by Francis Bacon will only be misleading. (D. Yahya Khan, 2010).

Perhaps there are many ways that can be done by the children of the nation to solve a problem or a crisis of values education that struck the nation Indonesia. One way to do this is to integrate the values of the nation's education into the school curriculum. This method is considered relevant are used for each subject will contain educational values and contextually specific nation. The other reason for the development of educational values of the nation is not specifically given to certain subjects in the school curriculum. In this way, the school is assumed to be able to prepare competent human resources in the field and at learners have the values of the nation's education as it has been dug up and agreed upon our predecessors and still relevant in everyday life at this time.

The content of the substance contained in the provisions of article 1, paragraph 1 of Law No. 20 of 2003 on the national education system clearly mentions that the implementation of the national education based on the orientation of the religious dimension of spiritual values, national cultural roots, responsive to the demands and challenges of changing times that has developed so quickly. Other provisions contained in Chapter II, Article 3 states also that the national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy,

knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. This is one of the basis and purpose of national education should be a reference to the nation of Indonesia.

Based on the foregoing, the character is something very *urgent* in human life, both as a student, especially as a teacher (teacher), because the teacher is the person most responsible for the change in the behavior of students and teachers who will do the transformation of the character of all learners through the transformation of science.

Meaning of Character Education Integration Value
Integration derived from the English *"integration"* which means perfection or whole. Another definition of the integration is a condition in which the ethnic groups to adapt and be whole against the majority culture, but still retaining their own culture. Integration has the second meaning, namely: (1) Control of conflict and social deviation in a particular social system; (2) Make a whole and unify certain elements. According to the definition above, the concept of integrative educational value emphasizing methods that concentrate on the student as a whole person. The goal is not about how to find a good job or make big money, but about how to develop a complete human. Every part of the individual mind, body, emotions and spirit, to be developed at the same time and will be integrated into the whole person. Furthermore, the idea of an integrated education is not just about how to make an intelligent person, but to make a good man too. It is not just about giving people the knowledge, but also help them to translate that knowledge into real wisdom. With an integrated education, there is no division between the school and the community, and the study of human life, knowledge and kindness of so many opinions that describe or explain the meaning of the word character. Etymologically, some argue that the so-called character is derived from the Latin; the *"character "*that has a sense of character, character, psychological traits, character, personality, and character. However, some others assert that the character is derived from the word "*karasso*" which means a blueprint or pattern. (Bambang Q-Anees and Adang Hambali, 2009). Characters by Riyan and Bohlin etymologically derived from the Greek "Charassein", which has a surface to write on a stone slab or metal. Departing from this root, growing sense that the so-called character is a mark or a special character (C. Kuntoro Adi, at.al., 2010).

In English, the word is defined as character *a distinctive differentiating mark,* the mark to distinguish them individually. Characters also be interpreted as *the sable and distinctive qualities-built core of an individual's life roommates Determine his response Regardless of* circumstances, which is a quality that is solid and special (characteristics that distinguish) formed on the lives of individuals who can determine the attitude in conducting the reaction to stimuli without care of the situation and conditions. Character can be defined as a pattern, either in the form of mind, attitude, or action, which is inherent in a person with a very strong and difficult to remove. Character is the personal attitude of stable result of the consolidation process is progressive and dynamic, the integration of statements and actions. (Abdullah Munir, 2019).

Opinions differ over the Arismantoro understanding, stating that it was a different character with a personality because of the sense of personality exempt from value. However, in both personality *(personality)* as well as intangible character behavior aimed at the social environment, both are relatively permanent and lead, mobilize and organize the activities of individuals. A person can be called character *(a person of* character) if her behavior in accordance with moral rules (Arismantoro, 2008). The other thing about this character is expressed by Ratna Megawangi, where he states that the character was similar to the character;

the nature or habit do good things (Ratna Megawangi, 2007). Even if it is agreed that the term equal to the term character of morality in the view of Islam, the establishment of morals must be part of the purpose of education. Of the many moral formula, the most comprehensive formula was proposed by al-Ghazali. He said that morality is inherent in the soul that makes it easy to do things without much consideration again (Al-Ghazali,t.th).

Of the many definitions of the character that has been stated above, the author makes the formulation of the meaning of the characters. The bottom line is that the character is a trait that is inherent in a person who demonstrated spontaneously and continuously. A habit that is done repeatedly with preceded by awareness and understanding will be the character of a person. As for what is meant by character education is education intended to shape one's personality through character education, in which the results can be seen in action a person be of good behavior, honest, responsible, respecting the rights of others, hard work, and etc. personality good , honest, responsible, willing to respect the rights of others, work hard and good qualities that others, will be transformed in a person when he is aware of and understand the benefits and lessons of good behavior or character.

Planting awareness and understanding of the importance of character in life, is not easy, but it requires a long and continuous process called character education. In order for the character education undertaken to fruition, then the education process to consider the principles of character education. The principles include: (1) That humans are influenced by two aspects, on their own sources of truth and from outside himself there is also encouragement or conditions affecting consciousness; (2) The notion that behavior is guided by our core values as proof of the character, the character education does not believe in the separation of spirit, soul and body; (3) Education prioritizing the awareness of personal character learners to outright prioritize positive character; (4) The character education directs learners to become *ulul albab* man who not only have self-awareness, but also to continue to develop self-awareness, attention to environmental problems, and improve life in accordance with the knowledge and character they have.

Humans are like this are human beings who have *competence;* namely human excellence and appreciate the process; compassion; namely that a concern for one another; and conscience; i.e. human beings who are aware of the purpose of life. The elements contained in the *competence* is knowledge, skills and attitudes, whereas the elements contained in the *compassion* is caring, sensitive, willing and responsive. The elements contained in the *conscience* is a moral, principles, responsibility, honesty, independence, freedom, openness, has the spirit of learning, awareness, vigilance, justice, consistent, and balance. (C. Kuntoro Adi, at.al., 2010). The things mentioned above would have to be imparted to the teachers in an effort to bring awareness to their duties and functions as an agent of growers, shaper, and a builder of character of the students, especially students who have the disorder with typical behavior owned by them-those who implement education on Education.

Definition of Value
There are some differences in the mean value. Differences in perspective in understanding the meaning and / or the notion of "value" is not to blame other definitions, but it is a treasure of the experts, and also something that is fair because it is based on the perceptions of each specialist as based on the viewpoint of theoretical, empirical and analytical To understand that the value is there, and the nature and meaning of what value it. The following are a few notions of value;
    a.   Lorens Good (2002) in his Dictionary of Philosophy describes the value of which is as

follows:

1) Value in English value, Latin Valere (useful, capable of will, power, force, strong).
2) Value in terms of Harkat is the quality of a thing that makes it lovable, desirable, useful, or it can be the object of interest.
3) Value in terms of privilege is what is appreciated, valued or appreciated as something good. The opposite of a positive value is "not worth" or "negative value". Both will be a value and its opponent (bad, bad) would be a "negative value" or "not worth".
4) Value in terms of corner Economics who deals with the usability and the exchange rate object material objects, the first time the general use of the word "value".

b. Value is *"the addressee of a yes"* something or address designated by the word "yes". Hans Jonas (Bertens, 2004). In other words, value is something we he is right or something we agree with, whereas something that we do not agree as pain, suffering or injury is non-value or disvalue. Something we he is right always be positive, or we call positive values and that we do not agree known as a negative value.

c. Mulyana (2004) defines about it is the reference value and confidence in making choices. The definition proposed by Mulyana which explicitly includes the value of the consideration process, not just the destination address by a "yes".

d. Several other understanding about the value of the experts proposed by Rohmat in his (Mulyana, 2004) as follows:

1) value is a belief that makes a person acting on the basis of his choice, Allfort Gordon (1964). This definition is based on the psychological approach, because it acts and actions such as the decision was wrong, good-bad, beautiful-not beautiful, is the result of a psychological process. Included in this area such as desires, attitudes, desires, needs and motives.
2) Value is a normative benchmark that affect humans in determining the choice between alternative ways of action (Kuperman, 1983). The main emphasis of this definition in the external factors that influence human behavior. The approach underlying this definition is sociologist approach. Enforcement of norms as the main and most important pressures in the social life would make a person calm and freeing himself from charges that are not good.
3) Value is the conception (express or implied, that are distinguishing traits of individuals or groups) of what they want, which affects the way selection actions, intermediate objectives and the final destination (Kluckhohn, Brameld, 1957).

The definition proposed by Klukhon have implications for the interpretation of cultural values, as revealed by Brameld in his book on the foundations of the culture of education. He said there are six most important implications are as follows:

a) Value is a construct that involves cognitive processes (logic and rational) and the process of attraction and repulsion according to conscience;
b) The value is always a potential function, but always not significant when deverbalizes;
c) if it concerns the culture, values expressed in a unique way by individuals or groups;
d) for certain will be worth it or not, it is necessary to believe that basically equated *(equated)* than desired, it is defined by the purposes and socio-cultural personality system to achieve regularity or appreciate others in social life;
e) choice among alternative values created in the context of the availability of interest

between (means) and the final destination (ends), and;

    f) the value is there, it is a fact of nature, people, culture and at the same time it is the norms that have been realized.

The Nature and Meaning of Value

Based on some of the above understanding, it can be reiterated that it is a reference and a belief in determining a choice. In line with that definition then what is meant by the nature and meaning of value is in the form of norms, ethics, rules, laws, customs, religious rules and other referrals that have a price and feel valuable to someone. Value is abstract, is behind the facts, raises action, is contained within one's moral, emerges as the end of the psychological process, and develops towards a more complex.

Kattsoff in Soejono Soemargono (2004) says that the essence of value can be answered in three ways: First, the full value *berhakekat* subjective, it depends on the human experience itself scorer. Second, the value of the realities in terms of ontology, but not in space and time. Those values are the essence of logical and can be known through reason. Third, the values of the elements that make up the reality objectively Regarding the meaning of value Kattsoff said that the value of having some kind of meaning. Correspondingly, the meaning of values also vary. The formulation can author suggest about the meaning of the values is that something that should contain a value of (useful), a value (good, true, or beautiful), has a value of means is the object of desire, has a quality that can cause people take the attitude of "agree" or have the nature of a certain value, and give value, meaning that respond something as desirable or as a matter of depicting a certain value.

Integration, Not Limited Theory and Teaching

Why state officials and politicians increasingly infatuated practice KKN (corruption, collusion and nepotism)? Why law enforcement officers tend to be in violation of legal rules which they make themselves? Why mutual political elites trying to drop their political opponents? Why intellectuals tend to violate professional ethics and vision-mission lofty? Why fellow children of happy sowing seeds of hatred, enmity, envy, and resentment? Why are the students and the students are often involved in acts of violence, nudity, sex, drugs, and various other social ills? Why amongst family members often growing disunity, fights, even the last in the murder? Why do we always colored life human tragedies were heartbreaking, and so on?

One of the answers to the questions above is because we fail to develop the educational value, both within the family, school and society. In recent decades, our development tends to be oriented to something that is pragmatic, that the results can be seen with the eyes and enjoyed by the stomach. Educational institutions that function initially to form a complete Indonesian man, now no more than a business and industrial institutions that see learners (students) as an object that is ready to be "ATM".

At the same time, moral and ethics no longer be "nutritious menu" for school children (also a teacher) but has become "retail commodity". Basically, the value of education can only be realized or translated in a relationship together. Therefore, it is almost impossible to do so without a sense of empathy and respect for others, to everything in the natural environment and social environment, the conical in tribute to life. While empathy could not have emerged without any sensitivity to different problems without barriers of race, ethnicity, religion, class, and more.

Value is the integrity of a person's life will be reflected in his choice: how to dress, friends who have spouses, social interaction, and how the family relationship with his brothers. Educational value of helping people to distinguish between what is good and what is not good, which should be prioritized and which are not prioritized, where necessary and where it is not necessary. The fundamental problem in the value of education, there are three fundamental problems that must be understood by educators (teachers) and anyone else, that is what should be taught *(philosophy),* how children learn and understand the moral values *(psychology),* as well as in the community what and sorts where later we *(sociology).* Rejecting the importance of philosophy means accepting that which is commanded by a specific system. Leaving aside the psychology as a means of methodical didactic educational means allowing educators arbitrarily using educational methods untested scientific truth. Ignoring the nature of moral education objectives in order history (society) means accept society as it is without caring about what will happen in the future. So, what values education model that should be cultivated? One model worth considering the value of education to be cultivated in our educational system is values clarification method on themselves proteges.

The basic notion underlying this method is that every child has the right and is responsible for the educational value of his own life. The task of educators limited to awaken every child on the values of life of his own choosing freely and responsibly. Apparently, this method is very simple. But, in fact, a step which is the principle of truth-values, namely: the value must be selected freely, the value must be selected from a wide range of alternatives, choose the value after considering the consequences of his choice, the value to be realized in public, value is a rule of life, value always maintained, and dare to express the value in front of others.

Step clarification of these values strongly reflects the integrity of the educational dimension of productive and efficient. The steps of which include cognitive dimension (emphasizing the rational capability), further reflecting the affective dimension (appreciation and pride), and next steps reflect the dimensions psychomotor (concrete actions are continuous and patterned). Educational values, morals and ethics are *hidden curriculum* that is integrally linked with almost all school subjects. The success inculcate and these values depend on the role of educators (teachers) who support the implementation of school education system and the extent to which community and government commitment to set an example to the children.

Educational value cannot be implemented with the teaching in the midst of a moral violation and anomalies that continue to occur today. The main enemy of values education is the bureaucracy is corrupt and greedy politicians who behaved "like a thug", conglomerates (employers) that deprive economic rights of the people, the educators who put female students as "cash cows", the celebrities are mutually couples, and various kinds of moral disease. Educational value is not limited to the theory and instruction, but must be accompanied by behavior. Between words and deeds must be in sync, line. Educational value certainly fail miserably when moral violations are still ongoing. Planting values education must be demonstrated through concrete action attitude. Values education in schools will taste bland if social ills still rampant in our society, in government bureaucracy, parliament, political parties, educational institutions, religious, and family. There is no point in us teach moral values to learners if our social behavior contrary to moral values.

Integration Value Character Education in Teaching and Learning in Schools
Integrating the values contained in the nation's education into learning activities, it is necessary to first agree on the meaning of learning itself. This is necessary because of different interpretation of the concept of learning that is used can affect the quality of the integration of

the values contained in such education. Refers to the notion that learning is a form of implementation of the curriculum as a written document (Saylor, et al, 1981), the discussion of learning cannot be separated from the question of the implementation of the applicable curriculum. Learning is a concrete manifestation of the implementation of the curriculum. With such understanding, learning activities have the position is critical to the success of the curriculum as a written plan.

Hasan (2002) says, if the curriculum in a written plan implemented, the curriculum in the form of the process is the realization or implementation of the curriculum as a written plan. Could be, two teachers were equally implement a curriculum to be received or possessed child differently not because of the content or aspects of different curriculum, but more due to the differences in the implementation of the curriculum that teachers sought. As soon as the urgency of the position of learning activities to materialize or not a curriculum, it is precisely when the issue of learning is an essential issue in the carrier and implementing the curriculum. Moreover, if the system is learning there is more emphasis than the dimensions of learning achievement. Therefore, for learning activities can be realized optimally and in accordance with the curriculum as a written plan to first understand exactly about the philosophy and theories used

On another occasion, Hasan (2002) to sort out two major issues in activities learning, the problems associated with fact and apply the existing curriculum in schools and problems associated with the ability of teachers to implement them. Particularly with respect to the second issue, confirmed by Sukmadinata (1988) by saying that the learner is almost entirely dependent on the creativity, skill, seriousness and diligence of teachers.

How it relates to the learning activities for the establishment of the nation of human resources? Referring to the assumption that learning is a form of concrete or the realization of the curriculum as a written document in the school or classroom, then the relevant learning activities carried out; the teacher for the formation of human resources has educational value nationality certainly cannot be separated from the characteristics prevailing in the school curriculum, namely education unit level curriculum (SBC) with a competency-based curriculum design. Thus, any activity pursued teacher learning, the learning activities must be able to facilitate the formation and development of learners that integrates the nation's educational value. One way that is relevant is applied is the integration of the values embodied in the nation's educational value in learning activities each subject listed in the school curriculum.

The integration of values education into meaningful learning activities integrate, inserting, and applying the values that are believed good and right in order to establish, develop, and build character or personality of students according their national identity when learning activities take place. Educational values, among others, (1) the love of God and the universe and its contents; (2) responsibility, discipline and self-contained; (3) to be honest; (4) respectful and polite; (5) compassion, caring, and cooperation; (6) self-reliant, creative, hard work and unyielding; (7) justice and all leadership, kind and humble; and (9) of tolerance, of peace and unity. Therefore, the integration of values education into the learning activities in each subject in the context of the establishment of a national character, in fact these activities want to realize to what is stated in the applicable curriculum in schools, through the study and application of the values contained in character nation on learning activities at school.

Integration of educational value in learning activities can be done through the stages of the planner must be able to facilitate the formation and development of learners. One way that is relevant is applied is the integration of the values contained in the values of the nation's education into learning activities each subject listed in the school curriculum. Integration of educational value in learning activities can be done through the stages of planning, implementation, and evaluation.

Implications for Schools, Teachers, Students and Parents
What are the implications of the application of learning that integrates the values of education for schools, teachers, learners, and parents? .To answer this question, first need to know and understand the positions and roles of third parties of third parties in the context of implementing learning that integrates values education on all subjects. Starting from the position and role of each party is then formulated about what they should try so that the implementation of learning can take place and work optimally. When viewed from the level of education, the school is an institute that is at the lowest level as a place for the process of transmission and transformation of learning experiences to learners. With such his position, it is not excessive when the school is said as an essential institution for the sustainability and success of the programs that have been formulated in the school strategy plan, especially with the adoption of school based management approach. At the very least, the school has more autonomous powers and authorities in outlining and developing what is defined in the school program to determine implementation strategies, and time allocations that are appropriate to local conditions and needs. Schools are not just acting as executors, but also role as developers of learning models that emphasize the integration of national character values according to local conditions and needs.

Implications that can be expressed in relation to the position and role of the school above, and want to continue to exist and play a leading role in the development of the learning model effectively then the school is prosecuted (1) proactively seek information about the various values of nation character that occur in society with taking into account the inputs of all stakeholders in the framework of updating the educational program, as Joyce, B and Weils, M. (2004) pointed out, "As society changes and knowledge about curriculum and instruction increases, schools need to assimilate and accommodate many new realities"; (2) able to change work ethic and academic culture of school citizen. A high work ethic and a good academic culture need to be owned by the citizens of the school if it expects the continuity and success of integrating the values of the nation's character in the learning activities in the school; and (3) provide learning facilities that encourage the integration of national character values in learning activities, such as study rooms, textbooks, libraries, and science and computer laboratories.

Teachers are the leader in learning activities based on the values of the nation's character. To support the optimization of teachers' role in integrating the values of national character into learning activities, they should have knowledge and experience insight about the values contained in the nation's broadest and sufficient character that develops in Indonesian society. In addition, teachers should be aware of their role as role models for learners. Thus, their speech, mindset, behavior, and ways of dressing should be an example and role model for their children. Exemplary is the key to success for integrating values of national character into learning activities in schools. Learners are the parties who will receive and obtain a set of capabilities formulated in the learning model. In this case, learners need to be positioned as the subject of a learning model that emphasizes the integration of the nation's character values. Educational programs in schools are not intended solely for teachers, but more for learners.

With such a position it is appropriate that they be involved in developing learning programs that support the integration of national character values. Saylor et al. (1981) states, "As a member of the learner population, they have had the opportunity to participate in the program of curriculum planning they participate but not necessarily have lead ". Therefore, student centered principles, active learners, and process skills need to be considered in the learning model.

The implication is that learners are required to actively participate in describing, developing, and implementing the moral values contained in the competence formulation for the formation of a graduate profile as formulated in the competence derived from the vision and mission of the school. This means that every learner is required to have the capabilities (1) creative and innovative in the learning; (2) create a competitive atmosphere in learning; (3) respect and honor every citizen of the school; (4) follow the various changes and developments of science and technology that are going on in the community, to be brought to school as input for improving school quality; and (5) have a sense of belongingness to various school programs.

Parents can be regarded as one of the parties who take responsibility for the success of school programs. That is, the success of the school is determined how far the level of participation of parents to the implementation of programs organized schools. There is a correlation between the progress and quality of the school with the level of awareness of the elderly to his child's education. The implication, parents are required to participate actively in designing and developing moral values that are believed to be given learners. This means that the parent needs to (1) raise awareness of the importance of educational values for his child, (2) provide the various learning facilities his child needs for the growth of educational values in children; and (3) cooperate synergistically with the school to think and find solutions to various problems experienced by schools, especially those related to the demoralization of students.

Conclusion
At the end of this paper, the authors want to re-affirm that the integration of educational values can be done on the learning activities of all subjects in schools to prepare graduates who master competence and simultaneously applying the values of education in everyday life. Integration of educational values in learning activities can be done at stages; introduction, core, and cover. Here, to note is that each stage of learning needs to have a portion of time for the actualization of educational values as contained in the operational formula of competence. Therefore, it is a necessity for the school, teachers, parents, and students to realize the learning activities in which the values of the nation's education in the hope that the graduate school really master the competence as well as implement actions that are embodiment of the nation's educational values, as desired by society.

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