

THE ROLE OF FAMILY, SCHOOL, AND
SOCIETY EDUCATIONS
TO ACHIEVE CHARACTER BUILDING

Retna Hidayah

Outline

Structure of Presentation

1. Performing Character-Building

- a. Personal Education Concept
- b. Influenced Aspects

2. The Role of Family, School and Society

- a. Indonesian Experiences
- b. Model Approach

Personal Education Concept

■ **Civilisation existence established by personal superiority**

Decreasing ideal examples in daily reality which can be imitated have a result in decreasing society mental health (Sir Richard Fanjuston)

■ **Personal superiority established by personal character**

■ **Personal superiority \neq individual superiority**

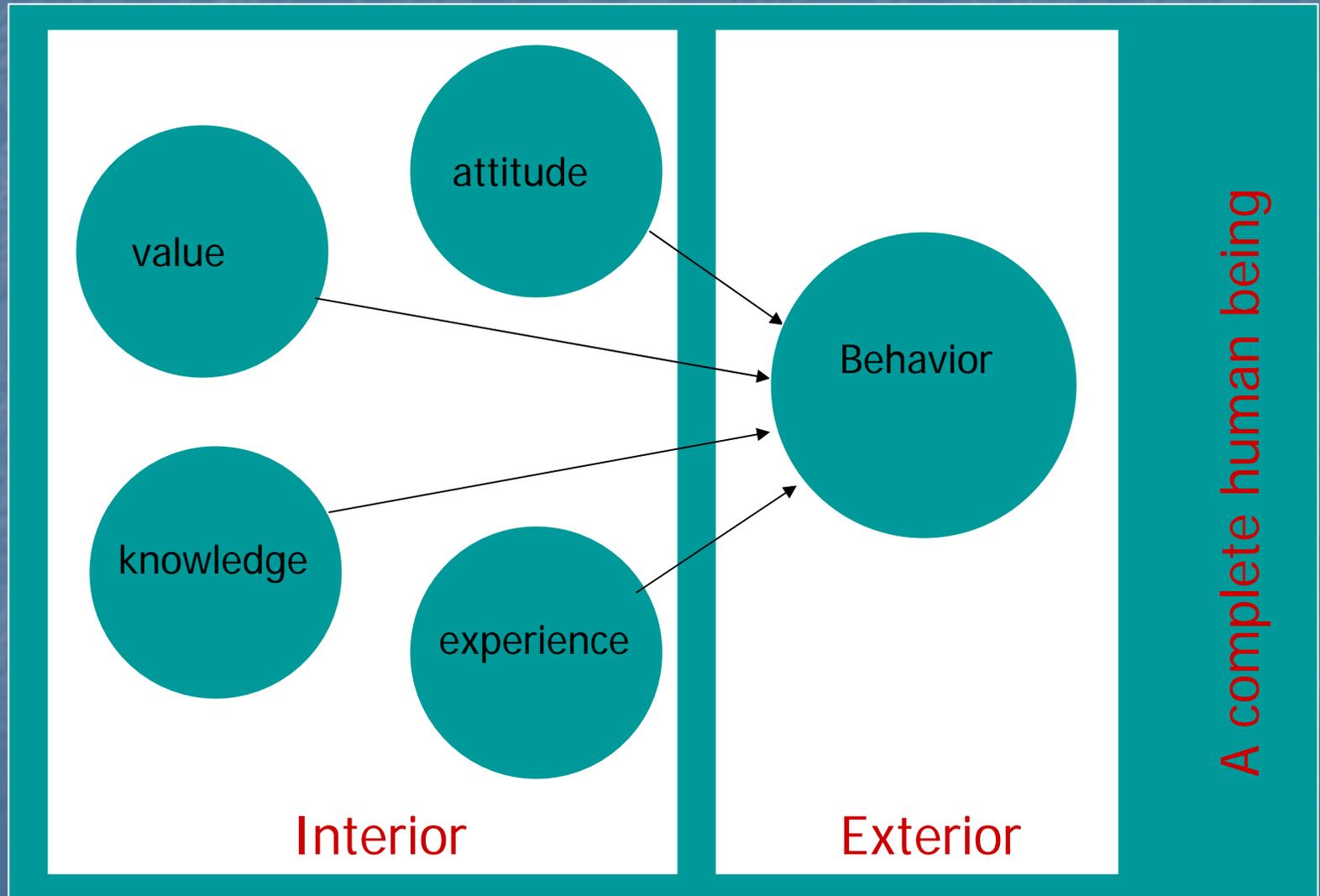
Gold in the world incomparable with superiority of character (Plato)

Personal Education Concept

- **US Dept Health and Human Services reported that the unsuccessful students are caused by lost of self-control, motivation, empathy, and can not working in a team**
- **US research clarified that the successful human is determined by their ability to manage emotional quotient (80%) and intelligence quotient (20%)**
- **Have an orientation on best process instead of best input in conducting education**

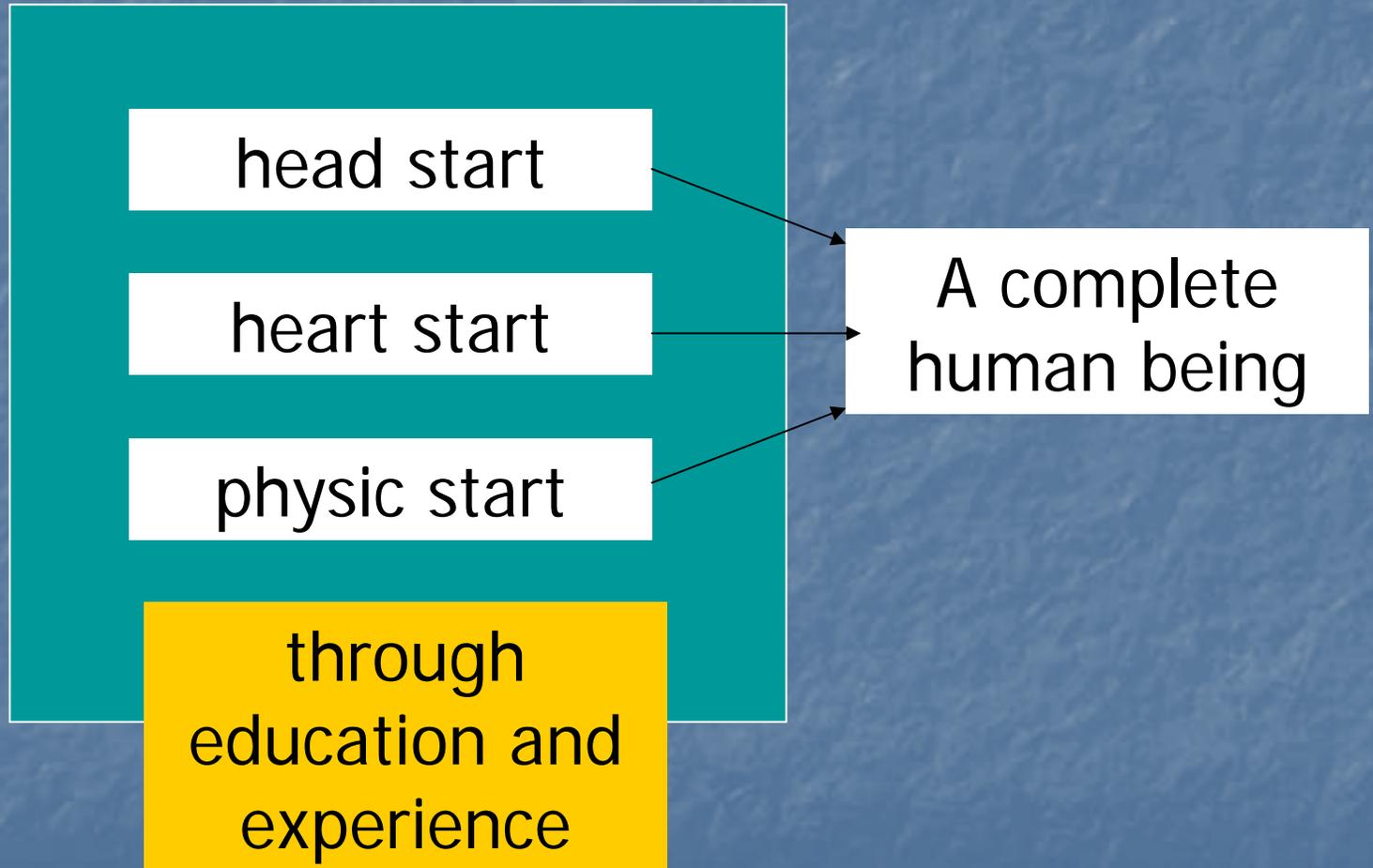
Influenced Aspects

■ Influenced elements in performing personal character



Influenced Aspects

Basic threats to perform personal character



Character building concepts in Indonesian education experiences ?



■ Pancasila as nation character, constitutes of 5 values :

Values	Dimension
1. Belief on God	Transcendental
2. Being a civilized human	Intrapersonal
3. Unity	Interpersonal
4. Democracy	Interpersonal
5. Social justice	Interpersonal

■ Moslem Ethics (A Way to be a Moslem)

Values	Dimension
1. Ethic to Allah	Transcendental
2. Ethic to AlQur'an	Transcendental
3. Ethic to the Prophet	Transcendental
4. Ethic to themselves	Intrapersonal
5. Ethic to human, living things, & society	Interpersonal

Character building for Christian family

Values	Dimension
1. Desire to God	Transcendental
2. Orderliness & obedience	Transcendental
3. Kindness & servant hood	Interpersonal
4. Contentment & truthfulness	Intrapersonal
5. Stewardship	Intrapersonal
6. Teachable ness	Interpersonal



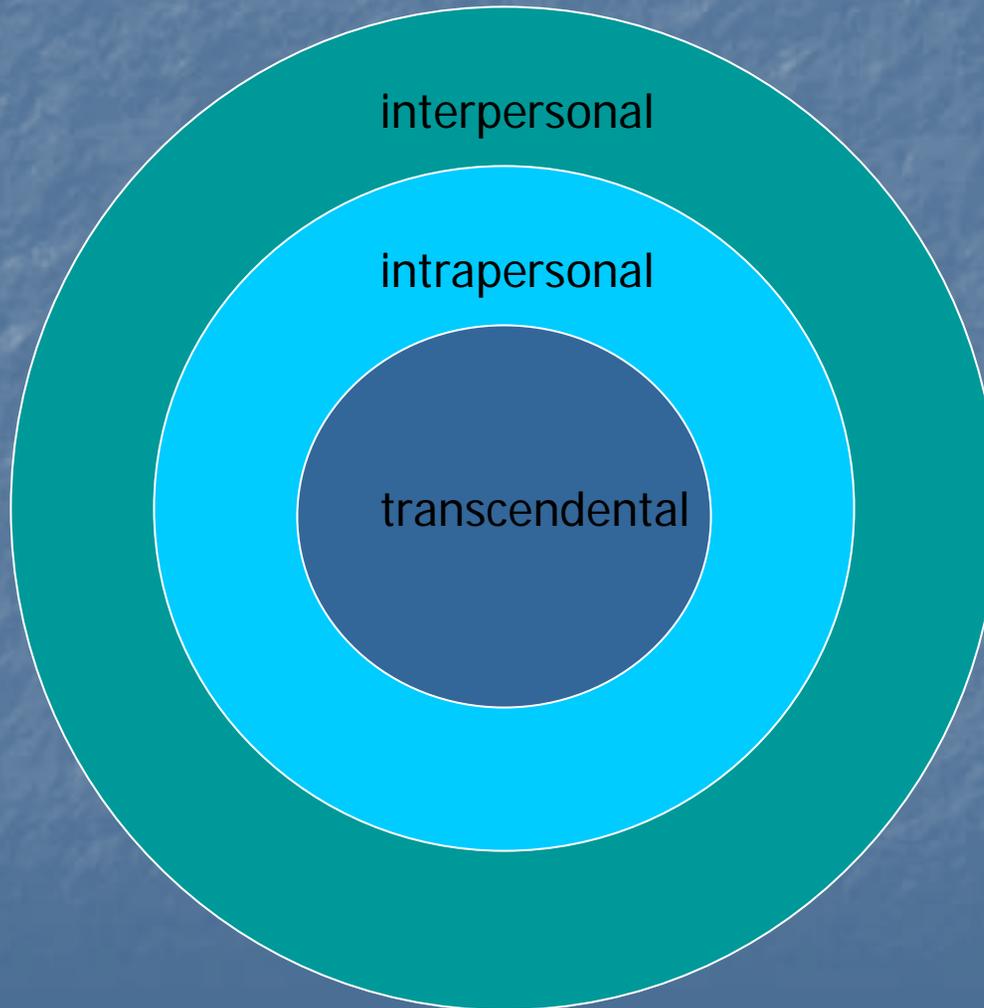
Semai Benih Bangsa Program

Values	Dimension
1. Loving God and Truth	Transcendental
2. Discipline and self-control	Intrapersonal
3. Honest and truthfulness	Intrapersonal
4. Polite and respectful	Intrapersonal
5. Stewardship	Interpersonal
6. Creative and self-esteem	Intrapersonal
7. Loving justice	Interpersonal
8. Kindness	Interpersonal
9. Tolerance	Interpersonal

Indonesian experiences



Personal character concept of fruitful Indonesian is in complete dimensions



Family, school, and society educations failed to performing personal character?



Indonesian experiences

■ **Drug abuse among student (BNN, 2007)**

University student	764 cases
Senior high school	22.225 cases
Junior high school	6.853 cases
Elementary student	3.853 cases

■ **Corruption Data (OECD, 2008)**

Corruption cases in regional level attain 40% in 2008, while in national level attain 50%.

Indonesian experiences

■ Criminal cases (OECD, 2008)

Attain 30% in 2008

■ Commit to suicide (WHO, 2007)

Data per 100.000 citizen per year

Russia	36.2 cases
Japan	24.2 cases
South Korea	27.9 cases
India	10.7 cases
Indonesia	1.6 cases (Gunungkidul 9 cases)
Iran	0.2 cases
Egypt	0 cases

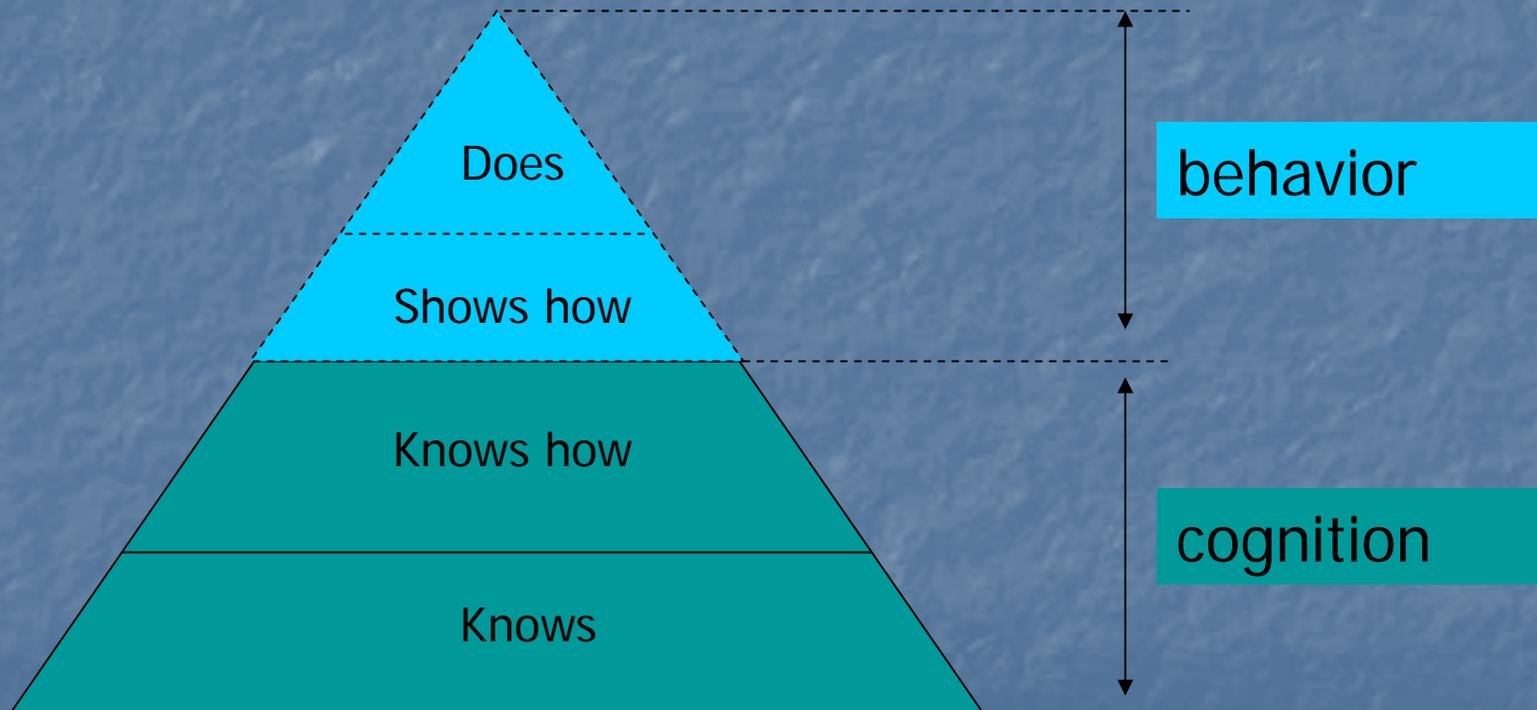
Why educations failed to performing personal character?



Indonesian experiences

■ Ideal in concepts, a little in acts

Education just teach what should be memorized (knows)
not what should be done (does)



Indonesian experiences

■ **Cognition is inconsistent with behavior**

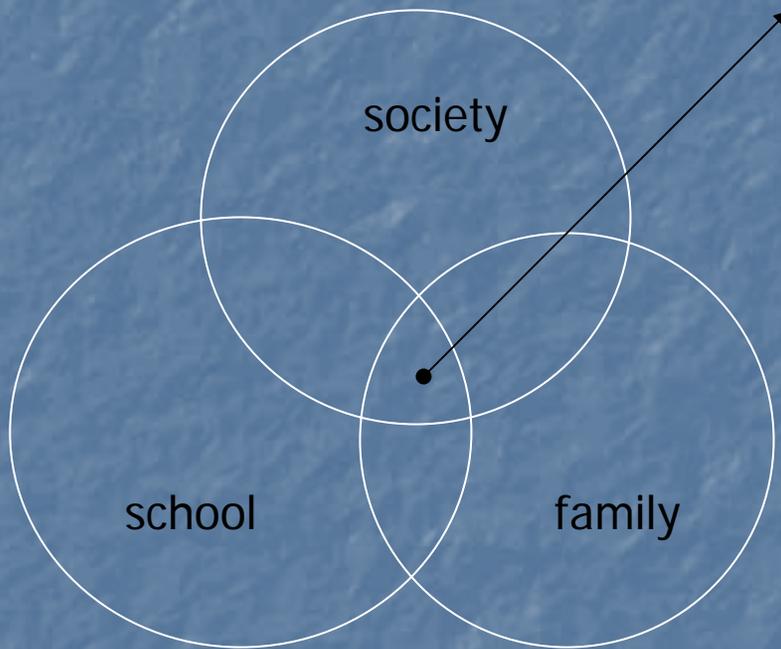
Ambiguity attitude appears as personal character as the result of rule inconsistency both in family, school, and society

■ **Role dichotomy in family, school, and society educations (each element has its own role)**

■ **The growth of freedom pursuit**

Model Approaches

■ Pursuing a role steadiness both in family, school, society in fruitful Indonesian



Standardized character
(nation identity) :

- Strength the spirit
- Strength the intrapersonal
- Strength the interpersonal

Challenges :

- Different of religion
- Different of culture
- Different of behavior expression

Model Approaches

■ **All educations concern to individual uniqueness ≠ freedom without responsibility**

Decreasing personal character as the result of allowing human nature without any restraint, and offer the unclear punishment (I. Kant)

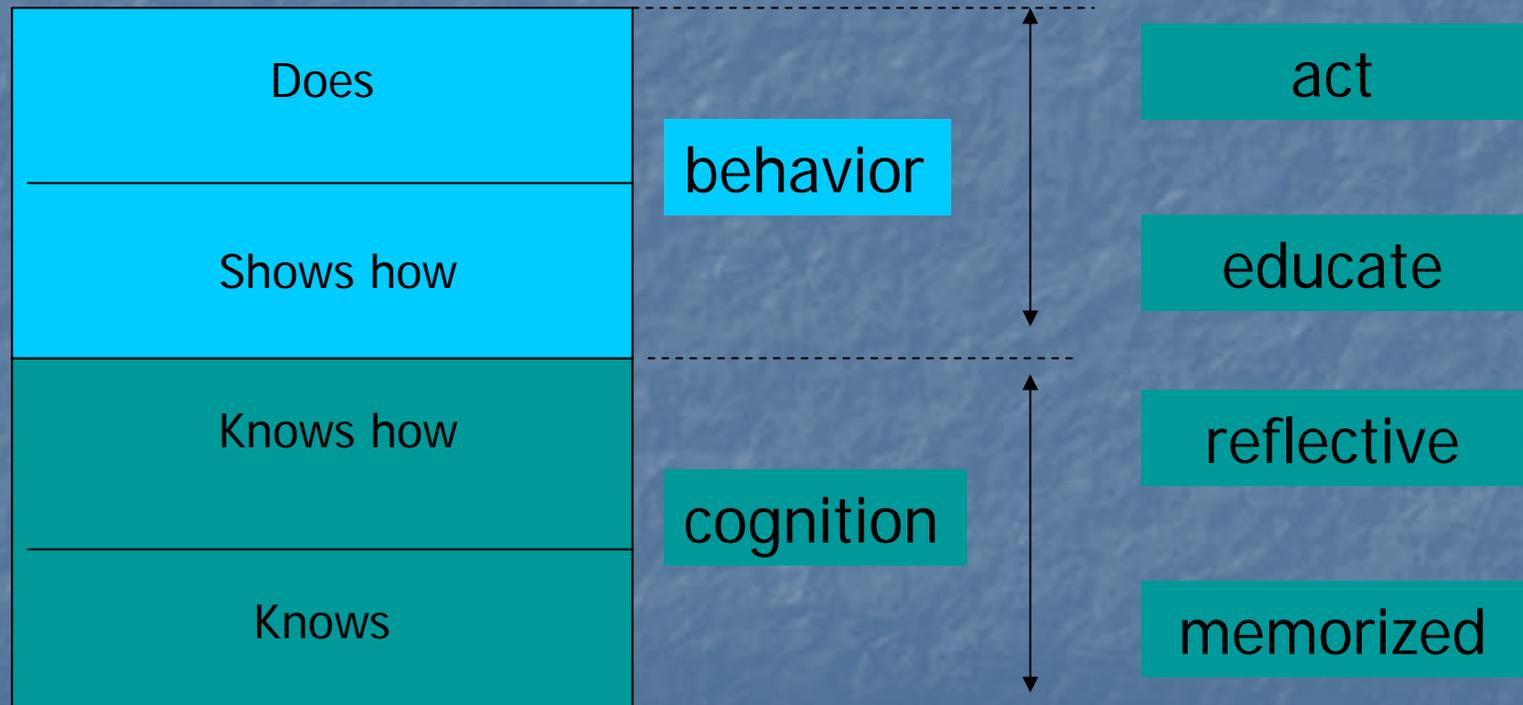
■ **Society/ state commit to warrant rule and regulation implementations and citizen commit to rule loyalty**

There is no freedom without any rules, the rules without freedom cause the citizen could not realize anything (Durkheim)

Model Approaches

■ Balancing concept and implementation

Education should teach both what should be memorized (knows) and what should be done (does)



THANK YOU
FOR YOUR ATTENTIONS