

IMPLEMENTATION OF CHARACTER EDUCATION TO PREVENT ADOLESCENT DELINQUENCY

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Abstract

A stage of human development known as adolescence separates childhood from maturity. It's too advanced to be referred to as childhood, but it can be considered adulthood. Adolescence is a time of both physical and psychological transformation. The reproductive system grows in tandem with physical growth, and teenagers will go through more intense psychological changes than earlier generations. Among other things, the pervasive instances of drug abuse, promiscuity, crime, fraudulent diplomas, and various violent acts point to the issue of moral decay in the educational system. Aside from that, a lot of young people don't exhibit admirable moral qualities like courtesy, kindness, tolerance, humility, helpfulness, and social solidarity. There are two ways that character education is utilized to prevent adolescent delinquency: Character education is imparted through extracurricular activities, habituation, and Teaching and Learning Activities (KBM). Religion, honesty, tolerance, discipline, diligence, inventiveness, patriotism, and curiosity are among the character traits imparted.

Keywords: Character Ducation, Character Values, Juvenile Delinquency

INTRODUCTION

Education that has been running so far is considered unable to shape the character of a nation, during this transformation period there is a shift in some of the

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values of people's lives as a result of the transition, in this transitional society there is also a disorientation of values due to the transition from rural society to urban society, an agrarian society becoming an industrial and service society, from a traditional society typology to a modern society, from a feudal society to an egalitarian society, from a social being to an economic being, this entire transition process causes some Indonesian people to experience conceptual and practical unsteadiness regarding the principles of life that they must live by (Widisuseno; 2015; Sitopu et al., 2024).

Developed nations are competing to prepare themselves to face a global world that is increasingly bringing cultures and civilizations closer together so that each country will receive the impact of changes that do not necessarily have a direction, including Indonesia. Therefore, Indonesia strengthens its country's resilience by focusing on character education which of course does not ignore other education (Tubagus et al., 2023; Aslan & Shiong, 2023; Muharrom et al., 2023).

Adolescence is a transition period in human life that connects childhood and adulthood. It cannot be called childhood, but it is mature enough to be called adulthood. Physical and psychological changes occur during adolescence. Physical growth is marked by the growth of the reproductive system, and the psychological changes experienced by teenagers will be more emotional than previous generations.

Teenagers are a time when they are very interested in learning new things, which causes them to experiment with their peers and often makes people around them anxious. Mistakes made by teenagers when searching for their own identity without proper guidance can cause problems that can be detrimental to the environment around them, which is known as juvenile delinquency (Nurhayati et al., 2023; Erwan et al., 2023; Nurdiana et al., 2023).

The younger generation is the next generation of the nation who will determine its path. As the hope of the nation, the younger generation is responsible for fighting for previous generations and hoping for progress in the future. The important role of parents and the community environment, as well as character formation carried out in schools, is necessary to realize personal, national and hope that have been instilled in the younger generation (Sarmila et al., 2023; Sulastri et al., 2023; Haddar et al., 2023).

Education is in the news right now because it's thought to have failed to mold the next generation of Indonesians into people with high moral standards, moral character, or moral values. According to Ary Ginanjar Agustian, there are seven crises facing Indonesia at the moment: a crisis of discipline, fairness, caring, responsibility, honesty, and not planning too far ahead.

Among other things, the prevalence of drug misuse, promiscuity, crime, fraudulent diplomas, and other violent crimes point to the issue of moral decay in the educational system. Aside from that, a great deal of youth do not exhibit admirable moral qualities like courtesy, kindness, tolerance, humility, helpfulness, and social

solidarity. According to Thomas Lickona (in Zuchdi, 2009:38), there are ten indicators of human behavior that point to a country's impending demise. These indicators include: (1) Teenage violence is on the rise; (2) pervasive dishonesty; (3) severe disrespect for parents, teachers, and other authority figures; (4) peer pressure to act violently; (5) growing mistrust and animosity; (6) deteriorating language use; (7) a decline in work ethic; (8) a decline in individual and societal responsibility; (2009) an increase in self-destructive behavior; and 10) a growing haziness of moral standards. These indicators appear to have already materialized in Indonesia.

We need to realize the importance of character education for students at school (Aslan & Pong, 2023; Tuhuteru et al., 2023; Astuti et al., 2023; Antika et al., 2024). Every school definitely has problems with juvenile delinquency among its students, including smoking and brawls. The following factors influence students to do this: searching for their own identity, which then leads to deviant actions, peer influence, and lack of parental attention. However, in reality, female students are making breakthroughs by implementing character education programs. So far, this program can provide character values through activities carried out at school and have an impact on student character in preventing juvenile delinquency.

RESEARCH METHOD

In conducting the literature search for this comprehensive review, a systematic and iterative approach was taken to gather a thorough understanding of topics related to the Implementation of Character Education to Prevent Juvenile Delinquency. The initial step includes clearly defining the scope of the literature review, determining the main themes such as theoretical framework, impact assessment, optimization strategies, technology and innovation, social and cultural factors, as well as practical implementation recommendations (Paré & Kitsiou, 2017).

To query academic databases effectively, relevant keywords and search terms are identified. Terms such as "Character Education," "Juvenile Delinquency," and variations thereof were selected to ensure a comprehensive search. Searches were conducted in leading academic databases, including PubMed, Google Scholar, ERIC, and PsycINFO. Boolean operators (AND, OR) increase the precision of search queries, enhancing the retrieval of relevant literature (Lambert et al., 2014). In line with the defined scope, inclusion and exclusion criteria are established. This step ensures that the selected studies and articles meet specific criteria regarding theme, publication date, and academic credibility. A strict screening procedure involving evaluation of the abstract and title was applied. A detailed examination of the full text was undertaken following this to determine the relevance and contribution of each source.

Important information from the selected studies, including main findings, methodology, and conclusions, was systematically extracted. This data extraction process aims to gather essential information to synthesize a coherent narrative and

identify overarching trends in the literature. The synthesis and analysis phase involves organizing the collected data to build a cohesive narrative that answers the research questions and objectives (Mukaet al., 2024). The literature search and review process was iterative, allowing for continuous refinement and validation of findings. When new insights emerged during the synthesis, additional searches were conducted to incorporate the latest research and ensure current information was included in the review.

This review builds a strong foundation based on past research by following a systematic and thorough literature search method. This approach facilitates a comprehensive understanding of the topic under consideration, allowing for a more varied and informed discussion in subsequent sections of the review.

RESULT AND DISCUSSION

Character building

Character education is a system that teaches pupils values. It consists of knowledge, self-awareness, willpower, and the desire and ability to live out one's values toward God, other people, the environment, and the country. This, in the end, will produce the ideal human being.

It would be best for us to first grasp what character means in order to proceed with our understanding. The Ministry of National Education defines character as "innate heart, soul, personality, character, behavior, personality, nature, character, temperament and character" (Sudrajat; 2010). Therefore, personality, conduct, character, temperament, and character are actually what are referred to as character.

Character is a collection of many virtues and ideals etched into the stone of life that will embody true values. The word "character" derives from the Latin word "carved." Hermawan Kertajaya, on the other hand, asserts that "An object or person has a trait. These qualities become deeply embedded in an individual, serving as a catalyst for their actions, behaviors, and speech." (Hidayatullah; 2010), on the other hand, character is defined by the Ministry of National Education as an individual's morality, personality, and character that are produced via the internalization of different values. which is accepted as true and forms the basis for one's perspective, manner of thinking, conduct, and actions (Nashir; 2013).

According to Ratna Megawangi, character education is an endeavor to teach kids how to make moral decisions and put those decisions into practice in their daily lives so they can have a beneficial impact on the environment. Fakhry Gaffar offers an additional definition of character education as "a procedure that modifies life values to be cultivated in an individual's psyche and then integrated into that individual's behavior." (Kesuma; 2011).

Character education seeks to develop a strong personality that is consistent with the national identity of Indonesia, as defined by Law Number 20 of 2003

concerning the National Education System. These individuals should be people who believe in and are devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizens. According to Sudarsono, Sudrajat, and Wibowo (2016), character education is the application of character values to students in the classroom, encompassing knowledge, awareness, and action to put these values into practice.

Character education in schools is implemented through subjects, school programs and self-development (extracurricular). This is in accordance with the idea that the strategy for implementing character education to stop juvenile delinquency is to integrate character values into subjects, school programs and self-development (Suryawan, 2016).

Character Education Through Subjects

There are no special subjects about character education values taught in schools. On the other hand, character education values are integrated into each subject systematically through subject matter which is guided by the Learning Implementation Plan (RPP) and applied through various learning methods, approaches and techniques.

If character education values are included in learning activities, of course these values will be more accepted and understood by students and are expected to become habits. Teachers must also be able to create a pleasant learning atmosphere for students so that they do not get bored and are interested in learning activities. In this way, students will not only get the material provided by the teacher, but they will also get character education values. This is in accordance with theory (Bararah, 2021). One approach is to incorporate national character values into each subject so that students become consistent with these values in everyday life. This strategy can be implemented using certain methods in learning, habituation, conditioning, and modeling or example. Teachers should try as much as possible to implement this strategy.

Schools do not punish students, on the contrary, they use an approach to ask about the problems students face, provide direction, and encourage parents and guardians of students to follow school regulations, especially in KBM. They also instill character values in students (Suryawan, 2016).

Character Education Through Personal Development

Scouting is an extracurricular activity that is required in schools. When you participate in scouting activities, you can develop the following traits: honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, love of the country, respect for achievements, communicative, peaceful, social and environmental concern.

This is in accordance with the idea that character education basically aims to build a nation that is tough, competitive, has noble character, morals, is tolerant, works together, has a patriotic spirit, develops dynamically, and is oriented towards science and technology (Gunawan, 2017).

Character Education Through Programs

To instill values, the school collaborates with a variety of different organizations, especially in terms of preventing juvenile delinquency. This includes working with the police, community health centers, community leaders, alumni, and others. This is in accordance with the objectives of character education set by the Ministry of National Education, Central Curriculum Research and Development Agency, namely to be a means of development, improvement and filtering.

To always track the development of deviant students and take a continuous approach to their students, schools can communicate and collaborate with students' parents online via WhatsApp groups to monitor their progress. Parents' help and cooperation really helps schools in directing their students. This is in accordance with the idea (Suryawan, 2016) that child development is influenced by the family environment in which the child is raised. Parents can grow their children to be intelligent intellectually, spiritually and emotionally through important character education.

The school will provide guidance to students who violate school regulations. However, students who commit serious offenses will be punished, which will provide positive values and educate them to become better individuals. All teacher actions that have the ability to influence student character are considered character education (Depdiknas in Hayati, 2017). Teachers shape students' characters. This includes examples of teacher behavior, speaking or delivering material, tolerance, and other related aspects.

Instilled Character Values

The Ministry of National Education lists 18 character values that are taught in schools: religion, honesty, tolerance, discipline, hard effort, creativity, independence, national spirit, love for the country, appreciation of accomplishments, friendliness and communication, nimbleness, peace, obligingness to the environment, and so on. 14 character values are used in the character education program at SMP Negeri 3 Tebas. These principles include those of religion, honesty, tolerance, discipline, hard effort, independence and creativity, curiosity, love of peace, patriotism, and reading interest.

Schools' Function in Character Development

All parties involved in education want to instill in pupils a sense of morality and integrity so that they will be valuable members of the community and state when they grow up. The teacher, however, is the one who contributes most to the success of the

character-based education program in schools out of all the school components because, as per Law No. 14 of 2005, teachers' primary responsibilities include instructing, teaching, guiding, directing, training, assessing, and evaluating students. Moreover, Borich (Irene, 2010: 53) explains that the ability to master the subject matter, the ability to deliver the lesson material, class management skills, discipline, enthusiasm, concern, and friendliness of the teacher toward students can all be considered good teacher teaching behavior in the teaching and learning process in the classroom.

This is consistent with the ideas of Ki Hajar Dewantara, the Father of Indonesian National Education, who said that education is essentially about making an effort to develop children's character (inner strength), mind (intellect), and body in accordance with the natural world and society. According to Ki Hajar Dewantara, a comprehensive education is one that develops a person's moral character in addition to their mental faculties.

The concept of instilling character education in schools can refer to the grand design of character education learning. The reference that has been set by the Ministry of National Education regarding character education is the grouping of character configurations, namely exercise of the heart, exercise of thought, exercise, and exercise of initiative. Exercise of the heart leads to spiritual and emotional management, exercise of the mind leads to intellectual management, exercise leads to physical management, while exercise of the senses leads to management of creativity. These four configurations of character education cultivation must be contained in the design of learning activities, and must not deviate from the reference. the Ministry of National Education. The next process for developing character education is its ability to go through three important stages, namely knowledge, implementation, and habits. These three stages should not be ignored, the development of character education in an education system must always pay attention to the interrelationships between the components of each student's character, especially regarding their behavior.

The three stages of character formation are as follows:

1. Moral Knowledge: Discuss the definition of goodness with youngsters. Why is good behavior expected of you? What are the benefits of good behavior and why should one behave well?.
2. Moral Sentiment: Fostering in kids a love of moral behavior that will serve as a source of motivation for them to behave well. Character is formed via growth.
3. Moral Action: How to put moral understanding into practice. The result of the two steps before it, this moral action needs to be repeated often to develop into moral conduct.

With the help of these three phases, students' character development will be far removed from the perception and application of repressive ideology; rather, they will be inspired to conduct good deeds by their own inner motivation. Considering the shortcomings in the application of moral and character education through two topics, namely Citizenship Education and Religious Education, character education is incorporated into all disciplines taught in schools. As a result, initiatives to innovate character education have been undertaken, as the account that follows demonstrates.

1. All subjects incorporate character education into their curriculum. The integration in question involves incorporating values into all subject matter (MK) and putting in place educational activities that support the application of values in every subject matter both inside and outside of the classroom.
2. The execution of student development activities incorporates character education as well.
3. In addition, character education is implemented through managing all school-related activities and involving every student. (Ministry of National Education, 2010).

The integration of character education into the learning process is the most significant and closely related to daily learning activities among the three types of innovation mentioned above. Character education is included into the educational process at every level, from planning and execution to learning assessment.

To carry out all this, of course teachers with character are needed to produce students with character. Even though it requires patience and perseverance, producing students who have good morals and character is certainly very satisfying, because it is the cause of someone getting goodness that is better than the world and everything in it.

CONCLUSION

Character education is used to stop juvenile delinquency:

1. To prevent juvenile delinquency at school
 - a. Character education is provided through KBM. At school, character education is included in every subject through subject matter that is guided by the Learning Implementation Plan (RPP) with methods that have been adapted to the learning objectives.
 - b. Character education through mandatory extracurricular activities, such as scouts interacting with students outside the classroom.
 - c. Character education through collaboration with related institutions, especially in terms of preventing juvenile delinquency, and communication and cooperation with students' parents to continue monitoring their development.

2. The character values instilled in a person are religious, honest, tolerant, disciplined, hard working, creative, independent, curious, loving peace, social and environmental concern, and responsibility.

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