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## IMPLEMENTATION OF NATIONAL CHARACTER EDUCATION XXI CENTURY IN WRITING LEARNING

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### ABSTRACT

National character education is one component that must be present in learning activities. Learning activities in schools must be adapted to the needs of the XXI century. Indonesian is a subject of knowledge. The most complex skills are writing. Learning writing skills must be done with strategies that can be done by the creativity of students according to the educational needs of the millennial era by applying national character education.

**Keywords:** national character education, education in the XXI century, writing learning

### INTRODUCTIONS

Education is basically a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation, and state (Ormrod, 2008). National education functions to develop capabilities and shape dignified national character and civilization in order to educate the life of the nation. National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible (Danim, 2004). In an effort to realize this goal, the government implemented a Character Education Strengthening (PPK) program as a mandatory charge that must be present in every learning activity.

Character education functions to develop the basic potential to be good-hearted, good-minded, and behave well. Increasing competitive national civilization in world relations character development is carried out by a systematic and integrative approach involving families, educational units, government, civil society, legislative members, mass media, business world, and the industrial world so that the education unit is an important component in character building which runs systemically and integratively along with other components . In order to realize this function, it is necessary to

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implement the character values of the spirit of nationalism and love for the country (Kemdikbud, 2011).

Ki Hajar Dewantara stated that the objectives of education are (a) *ing ngarsa sung tuladha*, (b) *middle school*, and (c) *tut wuri handayani*. In *sung tuladha* practice, the teacher provides direction, guidance, and control. In other words, the teacher tends to act as a figure or role model for students. *Ing madya mangunkarsa*, the teacher stands in the midst of students as friends. The role of the teacher tends to be a guide or student companion. In *tut wuri handayani* practices, teachers play a role in giving students greater opportunities and roles. In this learning practice, the role of teachers tends to be promoters and facilitators only.

Learning carried out in the classroom by the teacher as a facilitator and students as the main subject of students in line with the demands of learning that existed in the XXI century. The life of the XXI century is known as the VUCA acronym. A life that is characterized by volatility, uncertainty, complexity, and ambiguity (Suwignyo, 2017).

Zubaidah (2016: 2) suggests that life in the XXI century requires a variety of skills that must be mastered by someone so that education is expected to become successful individuals in life. Important skills in the XXI century are still relevant to the four pillars of life which include learning to know, learning to do, learning to be and learning to live together. These four principles each contain special skills that need to be empowered in learning activities, such as critical thinking skills, problem-solving, metacognition, communication skills, collaborating, innovation and creation, information literacy, and various other skills. Related to Indonesian subjects, 2013 Curriculum explains that language is a deterrent of science. That is, language is a means of conveying knowledge. All students will need language skills as a learning tool to master various other subjects. It can be said that the learning success of students is greatly influenced by their ability in the language. This is because each subject basically aims to embed information to students, and that information is in the form of language.

The Indonesian Language is one of the subjects taught in the learning process, both at the elementary, junior high, high school and college level. The aim of Indonesian language learning is for students as students as well as generations to be able to speak Indonesian well and correctly, be proud of Indonesian, have a noble character

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and fear the Almighty God. In accordance with the foundation of national education and the foundation of Indonesian language learning education.

Some information contained in a number of indicators must be mastered by students in a certain period of time called the learning objectives. In order to achieve the learning objectives, students must have language mastery. In other words, students must find the number of information through various sources. The sources are in the form of text, both oral and written texts. On the teacher's side, they can measure the achievement of learning objectives by students. Achievement is in the form of mastery of students on number of information both verbally and in writing. When the teacher asks the students to convey the results of the information verbally, then students must have adequate speaking skills. Similarly, when the teacher asks him to prove mastery of number of information in written form, students must have adequate writing skills. Such demands are not only possessed by Indonesian subjects but all subjects.

In relation to writing skills, Marwoto (1987: 12) suggests that writing is a person's ability to express ideas, thoughts, knowledge, knowledge and life experiences in written language that is clear, coherent, expressive, readable and can be understood by others. Writing skills are considered the most difficult and need more attention. Writing skills are very complex skills, students not only pour ideas but, students are also required to express ideas, concepts, feelings, and willingness

Starting from the explanation, it is necessary to apply national character education adapted to the demands of the XXI century in writing learning so that learning can be meaningful and have a lifelong essence. In this paper, we will discuss the implementation of XXI century national character education in learning writing.

## **DISCUSSIONS**

### **National Character Education**

Etymologically, the word character comes from English, character, which means character or character. The character is typical values, both character, character or personality which are formed from the results of internalizing various policies that are

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believed and used as perspectives, thinking, behaving, speaking and acting in everyday life. People with a character means people who have personality, behavior, character, character, or character. With such meaning, the character is identical to personality or morals. Personality is a characteristic, characteristic, or characteristic of a person that comes from the formations received from the environment, such as families in childhood and congenital birth (Koesoema, 2007).

The character of a nation is an important aspect that influences the nation's socio-economic development. The high-quality character of the community will foster the quality of the nation. Some experts believe that the best character development is if it starts from an early age.

In the National Character Development Policy, it is stated that national character is a unique quality of national collective behavior, both reflected in the awareness, understanding, feeling, and behavior of the nation and state as a result of thought, heart, taste and intention, and sports someone or group of people. The character of the Indonesian people will determine the typical collective behavior of Indonesian nationhood reflected in the awareness, understanding, feeling, and behavior of the Indonesian nation based on Pancasila values, the 1945 Constitution, diversity with the principles of Unity in Diversity, and commitment to NKRI (Government of the Republic of Indonesia, 2010).

Furthermore, it was stated that for the progress of the Republic of Indonesia, strong, competitive, noble, moral, politicized, collaborative, patriotic, dynamic, cultured, and science and technology-based character based on Pancasila and imbued with faith and piety to the Almighty God is needed. Character that is based on Pancasila philosophy means that every aspect of character must be imbued with the five principles of Pancasila as a whole and comprehensively covering: 1) a nation with the Supreme Godhead, 2) a nation that upholds just and civilized humanity, 3) a nation that promotes unity and national unity, 4) a democratic nation and upholds the law and human rights, and 5) a nation that promotes justice and prosperity (Government of the Republic of Indonesia, 2010).

Kemendikbud (2011), has identified 18 character values that need to be instilled in students sourced from Religion, Pancasila, Culture, and National Education

Objectives. These eighteen values are: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) national spirit, 11) love for the country, 12) respect for achievement, 13) friendly / communicative, 14) love for peace, 15) love to read, 16) care for the environment, 17) care for the social, 18) responsibility. Although there have been 18 values that form the character of the nation, each education unit can determine its development priorities. The selection of these values rests on the interests and conditions of each education unit. This is done through context analysis so that in its implementation it is possible to have different types of character values developed. The implementation of character values that will be developed can be started with values that are essential, simple, and easy to implement (Ministry of National Education, 2011).

Kesuma, et al (2012: 10) suggest that the purpose of character education is to correct the behavior of students who do not correspond to the values developed by the school. This goal means that character education has the goal of straightening out various negative children's behaviors that are positive. That means the school has a very vital role to shape character by developing the character's values.

### **Education Phenomenon of XXI Century**

This world is experiencing a revolution from time to time. The revolution occurred in various fields. The industrial revolution has a significant influence on the change in the world. Increasingly, technology is advancing so that it allows automation in all fields. New technologies and approaches that combine the physical, digital and biological worlds will fundamentally change humanity.

This revolution will certainly change the way of life, work, and relate to one another. As humans in this era, we are required to respond to these changes. Of course, this needs to be well supported by all global political stakeholders, from the public and private sectors to academics. Just as in the previous industrial revolution, the fourth industrial revolution offers and opportunities for things that could improve people's welfare in general. The fourth industrial revolution will be able to increase the average per capita income in the world, improve the quality of life of the people, and extend the lifespan of human life.

It is obvious that the penetration of electronic devices such as mobile phones that are increasingly cheap has reached the corners of the world, both those with high and low levels of income. The existence of the device provides convenience in various aspects of life for its users. Technology has enabled the sale of products and services quickly and efficiently while providing satisfaction for its users. In fact, at this time technology was so touching the pattern of human life personally from various angles, from waking up to falling asleep again.

This progress makes the world feel in human hands. Activities to write, read, listen, to speak can be done easily through this device. Humans make it possible to do everything integrated into the minicomputer contained in the device. Order motorbikes, food, look for addresses, search for learning resources, and conduct discussions in a virtual manner.

This allows the world to change very quickly. How not, discussions with friends who are on a different island must first be traveled with a distance of several days to allow face to face. Now, we can use video conference technology through laptops or mobile devices. Books that were original to be obtained in the library, we can now access from anywhere and anytime. This rapid change allows the world to be integrated as if there is no more space to restrict movement between one country and another.

It is no longer the time to make libraries a boring and non-creative place in providing learning support services. This is because now a knowledge society or creative society is developing where knowledge work and knowledge workers are very important and profitable.

At present, intellectual, creative, innovative capital and intangible capital are very important and determine the existence and continuity of individuals, communities, nations, and countries. Higher education and higher education must be able to become knowledge capital besides being an incubator of creativity and innovation.

Saryono (2017) mentions there are eight internet generation norms in force today, namely a) freedom, b) customization, c) investigation, d) integrity, e) collaboration, f) entertainment, g) speed and h) innovation. These norms illustrate how the educational atmosphere of this era must be creative and innovative.

Freedom gives full rights to humans to explore knowledge as broad as possible without any restrictions from anyone and can be done at any time. Customization allows us to change things to be more in accordance with the conditions we want. The investigation is the norm that allows humans in this era to track information through data collection. Integrity is the norm that demands toughness from the present generation. Collaboration leads us to collaborations that can make knowledge more developed. The internet generation also pays attention to entertainment norms as the main key. In an instant era, speed is the norm that must be met. Finally, innovation is a demand that inevitably has to be done so that there is always renewal in knowledge.

Now the world is entering a new era of cultural, social, political, economic, business and scientific order. The old order collapsed or was irrelevant in the XXI Century. We must realize this. Traditions and old habits of higher education may also have ended. Institutional or organizational order, science, and conventional or old expertise have ended and are replaced by new institutions of higher education. Our universities in the present era are required to respond adequately to the high education order of the XXI Century.

Achievement of skills in the XXI century is done by updating the quality of learning, helping students develop participation, adjusting personalization of learning, emphasizing project / problem based learning, encouraging collaboration and communication, increasing student involvement and motivation, cultivating creativity and innovation in learning, using learning tools right, design learning activities that are relevant to the real world, empower metacognition, and develop student-centered learning. Various skills in the XXI century must be explicitly taught. In short, XXI century learning has a basic principle that learning must be student-centered, collaborative, contextual, and integrated with the community. The role of teachers in implementing learning in the XXI century is very important in realizing a better future for the nation's children.

The scientific order and conventional or old expertise have ended and are replaced by new institutions of higher education. So, our university must be adequate to welcome the higher education order of the XXI Century. In the new world order, collaboration, cooperation, synergy, and interdisciplinarity are central. Sectoral and

dysplinerism are irrelevant. Policies, gait, and academic activities in higher education need to break down sectoral and develop collaboration and cooperation in sciences and institutions.

It is not the age to study only in one scientific field. This era allows us to have the opportunity to conduct interdisciplinary studies to transdisciplinary. In college, research in one scientific discipline is not a problem. However, research that is only centered on one field is feared to have the potential for saturation in one topic. Research that can involve other disciplines is expected to contribute well to the advancement of world science.

Now the world is full of paradoxes and contradictions in the fields of social, cultural, political, economic, business, climatology, medicine, education, bureaucracy, government, and others. For example, knowledge and skills that were once important are now useless. Higher education and our universities may also be in a paradoxical vortex (Saryono, 2017).

There are many paradoxes in this country. For the first example, we often talk about unity and unity, but after that, we also divide ourselves based on political, religious, ethnic and cultural ideologies.

Second, in cultural matters. Some of us claim that our nation is a cultured nation. A great nation with a rich tradition. However, on the other hand, we find that there are people who wear Black Hat with the symbol of Indonesianness, some are embarrassed, laughed at and even harassed. While some of them are proud of American style, British style, and Korean style.

Third, a paradoxical example in higher education. On the one hand we are asked to conduct scientific publications and communication through journals and scientific meetings, but on the other hand journals and scientific meetings have become new commodities of neoliberal capitalism (Saryono, 2017).

All of the above illustrates to us that there is a paradox in the life of the nation and state. This is certainly a unique phenomenon in this XXI century. Conventional tertiary education and tertiary institutions have received tremendous strikes from these extraordinary changes in the times. The implication is that there needs to be a policy to

develop the paradigm of higher education and higher education that is in line with the life of the XXI century.

### **Implementation of Nationality Character XXI Century**

In realizing national character education, in general, it can be done through formal, non-formal and informal education that is complementary and regulated in legislation. In accordance with the National Character Development Policy, character education is interpreted as a conscious and planned effort to create an atmosphere and process of potential empowerment and civilization of students to build unique personal characteristics and/or groups - both as citizens. It is expected to be able to provide an optimal contribution in realizing a Godhead, just and civilized society, the spirit of Indonesian unity, a spirit of people led by wisdom in deliberation/representation, social justice for all Indonesian people (Government of the Republic of Indonesia), 2010).

Character education is lifelong education, as a process towards perfect humans. Therefore, character education requires exemplary and touch from early to adulthood. The most sensitive and decisive period is an education in the family which is the responsibility of parents. Education is the backbone of the nation's character building strategy. The nation's character development strategy through education can be done with education, learning, and facilitation. In the macro context, the implementation of character education encompasses the entire activities of planning, organizing, implementing, and controlling quality that involves all major units within the national education stakeholders. The role of education is very strategic because it is a strong builder of national integration. In addition to being influenced by political and economic factors, education is also influenced by socio-cultural factors, especially in the aspects of integration and social security.

Character education is not just teaching what is right and what is wrong with students, but more than that character education instills habits (habituation) about the good so that students understand, are able to feel and want to do good. So, character education carries the same mission as Moral Education or Moral Education.

Furthermore, Marzuki (2013) explains that the important issue here is how this noble character or character can be a culture or culture, especially for students. That is,

the study of noble character is important but more important is how noble moral values can be applied in daily life so that it becomes a habit of students. Culture is a habit or tradition that is loaded with certain values that grow and develop in everyday life in various aspects of life. Culture can be formed and developed by anyone and everywhere. The formation of a noble moral culture means an effort to develop traditions or habits in a place filled with noble moral values.

Literally, education is a conscious and systematic effort to develop the potential of students. Whereas culture is defined as the whole system of thinking, values, morals, norms, and beliefs of the people produced by society. The character is a person's character, character, character, or personality which is formed from the results of internalizing various virtues that are believed and used as a basis for perspective, thinking, acting, and acting. Therefore, national character education is concluded as a conscious and systematic effort in developing the potential of students to be able to carry out the process of internalization, live up to good character values into their personality in socializing in society, and develop the lives of a more prosperous society and develop a dignified nation's life.

Efforts to implement character education should be through a holistic approach, namely integrating character development into every aspect of life, including life in school. In addition, the moral practices that he showed so as not to appear to be formalities, but indeed really embedded in his soul. It has been repeatedly stated that education is the backbone of the nation's character building strategy. One of the strategies for character building for students can be done through student activities. In co-curricular activities and/or extra-curricular activities, a process of habituation and strengthening needs to be developed in the context of character development.

Language skills basically consist of four skills, namely listening, speaking, reading, and writing. Of the four skills, writing skills are considered the most difficult and need more attention. Writing skills are very complex skills, students not only pour ideas but, students are also required to express ideas, concepts, feelings, and willingness. Tarigan (2008: 2) suggested writing skills needed a long time and intensive training. Writing skills can be said to be a characteristic of an educated person or an educated nation.

In line with that, Gie (2002: 17) states that writing is a whole series of activities someone expresses ideas and convey them through language written to the reader to be understood. Writing is a process of compiling, recording, and communicating meaning in a dual level is interactive and directed to achieve certain goals by using a conventional sign system that can be seen/read.

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Based on some of the opinions above, it can be concluded that writing is an act of expressing ideas, ideas, and our thoughts in the form of writings that contain certain objectives by using writing rules and the structure of language that is good and correct so that it can be understood by the reader.

Every activity carried out by someone must have a certain purpose. Like writing, a writer has certain goals to be achieved from his writing. There are many purposes for writing, including (1) to provide information, (2) to convince or urgently, (3) to entertain or be pleasant, (4) to express strong feelings and emotions.

Suriamiharja (1997: 10) suggests the purpose of writing is that the writings made can be read and understood correctly by others who have a similar understanding of the language used. Suparno and Yunus (2002: 37) add that the objectives to be achieved by a writer vary, including (1) making the reader come to think and reason, (2) make the reader know about the things reported, (3) make the readers opinion, (4) making the reader understand, (5) making the reader intrigued by the contents of the essay, and (6) making the reader happy by living the values expressed such as truth values, religious values, educational values, social values, moral values, human values , and aesthetic value.

Some of the reasons for the importance of writing are as a means of finding something, creating new ideas, the ability to organize and clarify various concepts or ideas that are owned, helping to absorb and process information, allowing them to solve some problems, and express themselves to be active and not just recipients information.

Writing skills learned in schools apply character education. Character education is a solid foundation for learning to write scientific work. A writing without being based on a positive character will have an instant generation, plagiarism, and not be encouraged to do research.

Character education planting in writing learning, for example, writing papers including values of honesty, responsibility, discipline, hard work, tolerance, scientific thinking, critical, creative, and innovative. Learning to write based on character education can be seen in learning material writing theoretical studies and bibliography. In this learning, students are given the value of honesty and responsibility. The correct way of citing is the planting of honest, disciplined, responsible, thorough and careful character.

Furthermore, writing good and a correct bibliography is a form of planting honest character, responsibility, respecting other people's opinions, being careful, and disciplined. The selection of relevant references in writing shows students have the ability to think scientifically, logically, critically, and work hard. These values can be seen in learning to write papers, scientific articles, research proposals, and descriptions. Thus, these positive characters will prevent students from behaving plagiarist and instant.

Writing learning, such as writing papers, scientific articles, research proposals, and scientific works based on character education is evident in the writing of citations and bibliography. Learning to write citations and bibliography that is good and true is embedded in positive character education. The characters in question are honest, responsibility, discipline, hard work, mutual respect or tolerance, self-confidence, entrepreneurial spirit, logical thinking, critical, creative, and innovative.

Planting character education in every learning, especially writing learning will have a positive impact on preparing a generation that is superior and dignified. The value of honesty, responsibility, and discipline is the foundation of the younger

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generation to continue the relay of leadership in the future. Thus, planting character education in every learning is very necessary and must be sought.

## **CONCLUSIONS**

Planting character education in every learning, especially writing learning will have a positive impact on preparing a generation that is superior and dignified. The value of honesty, responsibility, and discipline is the foundation of the younger generation to continue the relay of leadership in the future. Thus, planting character education in every learning is very necessary and must be sought.

The application of national character education in learning should be done with certain considerations so that learning objectives can be achieved. Strong synergy is needed between the government, the school, and parents so that the application of national character education can be created in harmony and bring benefits to the nation and state.

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