



Religious Education In Context Celebration Of Children Character

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Abstract

The teaching paradigm focuses more on the role of educators in transforming knowledge to learners shifts in the learning paradigm that gives more role to the learners to develop their own potential and creativity in order to form the human who have spiritual spiritual power, noble character, personality, intelligence, aesthetic, Physically and mentally healthy, and the skills needed for the self, society, nation and state. The process of culture and empowerment takes place throughout life, where in the process there must be educators who provide exemplary and able to build the will, and develop the potential and creativity of learners. The principle causes a paradigm shift in the educational process, from the paradigm of teaching to the paradigm of learning. Education is a process of culture and human empowerment that is developing into independent personality to be able to build themselves and society.

Kata Kunci:

Pendidikan
Agama; Karakter
Siswa.

Abstrak

Paradigma mengajar lebih berfokus pada peran pendidik dalam mengubah pengetahuan menjadi pergeseran peserta didik dalam paradigma belajar yang memberi peran lebih kepada peserta didik untuk mengembangkan potensi dan kreativitas mereka sendiri untuk membentuk manusia yang memiliki kekuatan spiritual spiritual, karakter yang mulia, kepribadian, kecerdasan, estetika, sehat jasmani dan rohani, dan keterampilan yang dibutuhkan untuk diri, masyarakat, bangsa dan negara. Proses budaya dan pemberdayaan berlangsung sepanjang hidup, di mana dalam proses itu harus ada pendidik yang memberikan keteladanan dan mampu membangun kemauan, serta mengembangkan potensi dan kreativitas peserta didik. Prinsip tersebut menyebabkan pergeseran paradigma dalam proses pendidikan, dari paradigma mengajar ke paradigma pembelajaran. Pendidikan adalah proses budaya dan pemberdayaan manusia yang berkembang menjadi kepribadian mandiri untuk dapat membangun diri dan masyarakat.

Introduction

Education when viewed from the cultural context, then the meaning of education as a process of cultural learners. Culture itself is the fruit of human civilization. Furthermore, through the process of education, learners are led to become more civilized and good human. It is wrong if the educated learners actually become uncivilized and unethical people. Thus, through the education of religion and culture that would make learners civilized and good human Education is the empowerment for human beings in facing the dynamics of life both present and future, then the understanding of humanity as a whole is a necessity. Conversely, if understanding and understanding of education is less precise will certainly give birth to the concept and practice of education is also less proportionate. Understanding humans is not an easy task. The talk about man himself is also dynamic, evolving over time according to the never-ending development of civilization. Because of the growing human understanding, education itself must be dynamic.

The educational process must be able to touch and control various aspects of human development. It has a meaning here that through the process of education it is expected that humans will develop in the direction of how they should be and be. If this education is seen as an attempt to become human into what can be done and how it must be and be, then education must depart from an understanding of the nature of man. Educators need to understand human beings in terms of their actualization, their possibilities, and their thinking, even understand the expected changes in human beings.

Method

This method intends to understand the phenomenon of what is experienced by the subject to be discussed, for example: behavior, perception, motivation, other actions, holistically and in a descriptive manner in the form of words and language in a particular natural context and by utilizing various scientific methods. This discussion is used to discuss the phenomenon of community life, behavior, and organizational functions. The discussion in this paper covers religious education in the context of cultivating the character of students. The data is taken by means of a literature study that discusses problems in the world of education, which of course is also taken based on the results of interviews with informants who master issues related to children's character education, and the analysis uses descriptive qualitative analysis.

Result and Discussion

1. Religious Education As Sub National Education System

In the prevailing laws and regulations of Indonesia it is clear that the urgency and position of Religious Education are among other types of education. This is illustrated in the following description:

Of the 1945 Constitution, article 29: Paragraph 1 which reads: "State based on the One Godhead"

Paragraph 2 reads:

"The state guarantees every citizen to embrace his or her own religion and worship according to his religion and belief."

The article of the 1945 Constitution above will be explicitly written to the guarantee to every citizen of the Republic of Indonesia to embrace the religion and worship in accordance with the religion it embraces and activities that can be supportive for the implementation of worship. Religious education Education is in the same direction even support the implementation of worship which is believed, permitted and guaranteed by the state. In GBHN 1992-2000 in religious section number 2 stated, as follows: "Improving the quality of religious education and through improving the religious education system so that more integrated and integral with the national education system supported by adequate facilities and infrastructure".

Education is a planned business undertaken by individuals and groups of course in the process of implementation required the foundation that animates the efforts of education itself, whose form and nature is highly dependent on the values and philosophies embraced by the people of a nation concerned. In Indonesia in the nation and state have been determined three basic things that underlie every effort and activity, including education activities that is Pancasila as the ideal basis, the 1945 Constitution as a constitutional foundation and GBHN as the operational foundation which is the embodiment of the noble values and The will to be achieved by the nation of Indonesia in the life of nation and state. Therefore, Religious Education is a subdivision of the National Education system and the source of Religious Education itself, also on the norms underlying and animating the National Education.

The above describes clearly the position and government's attention to religious education. When compared with the previous GBHN, then in this GBHN give more emphasis and firmly to the existence and fostering of religious education. Sisdiknas

Law no. 20 Year 2003 on National Education In article 55 paragraph 1 on national education stated that: "Regulated on the right of the community to provide community-based education on formal education and non-formal education in accordance with the distinctiveness of religion, social and cultural environment for the benefit of society".

Furthermore, in article 30, paragraph 1 mentioned: "Religious education is organized by the Government and / or community groups of religious followers in accordance with legislation". From the description it can be understood that Religious Education has a very strategic strength and position within the framework of the formal juridical system In the Republic of Indonesia. In addition, illustrated how important the importance of Religious Education as a part of the effort of guidance and empowerment of human resources must have a purpose Which is clear, especially religious education efforts organized by formal educational institutions.

The purpose of Religious Education is the elaboration of the sound of the National Education System Law 20 Year 2003 on National Education on the national education system, Chapter II article 4, namely: "National education aims to educate the life of the nation and develop a complete humanity of Indonesia, the people who believe and piety to God Almighty and noble virtuous, have knowledge and Skills, physical and mental health, a solid and independent personality and a sense of community responsibility and nationality ".

With the inclusion of words of faith and devotion to God Almighty in the formulation of national education objectives shows that religious education plays a direct role in efforts to achieve the goals of national education because of faith and devotion can only be achieved perfectly through religious education. Therefore religious education, has a very strategic position in achieving the goals and success of national education.

So Religious Education aims to improve the quality of religiosity and adaptability to the people of the nation and state. Below the objectives of the curriculum there is also an instructional purpose which is the goal that the achievement is charged to the unit unit of the teaching program of a field of study. Thus it can be concluded that the goal of Religious Education is basically not independent of the goals of national education and educational goals.

2. Religion and Natural Education Diknas

The Compulsory Education Program is essentially a systematic effort by the government to improve the quality of Indonesian people, so that they can participate actively in the overall national development and adaptive in the absorption of information science and technology, which is closer to achieving the national development goals, And prosperous on the basis of Pancasila and the 1945 Constitution. In addition, the Compulsory Education Program is also one of the development scenarios of education that is aimed at expanding and equitable learning opportunities for every citizen. The policy is one of the embodiments of Article 31 of the 1945 Constitution paragraph 1 stating that every citizen is entitled to education.

In relation to education for all of these, the educational declaration for all in Indonesia, in particular in relation to the development of basic education, is universal education. That is, the national education system in Indonesia is framed to open and provide the widest opportunity to all citizens To obtain basic education.

The Compulsory Education Program in Indonesia is interpreted as giving the widest possible learning opportunity to every citizen to attend education up to a certain level of education. Judging from the overall dimension of national development, the Compulsory Education Program is one form of national policy in order to improve the quality of Indonesian human resources. Although macro, the increase of human resources also includes social and economic aspects, but the main dimension and key is education.

In order to improve and develop the quality of human resources of Indonesia, the national education system should be able to provide basic education for every citizen so that each acquired at least the basic knowledge and skills necessary to participate in the life of society, nation and state . Therefore, the Compulsory Education Program is urged to be implemented in connection with the demand to improve the quality of human resources as one of the major assets and potentials of national development. Recognizing the enormous and important role of education in improving and developing the quality of human resources, the Government takes anticipative steps with the declaration and enforcement of the Compulsory Education Program for every citizen. In the early stages the Government has launched the 6-year Compulsory Education Program which is basically a general prerequisite that every elementary school age child (7-12 years old) should be able to read, write and count.

The 6-Year Compulsory Education Program launched by the Government in PELITA III has had positive impacts and encouraging results, especially in accelerating the fulfillment of the basic human qualities of Indonesia. One of the most striking results is felt, that the 6-year Compulsory Education Program has been able to deliver School Participation (Pure). In order to broaden educational opportunities for all citizens and also in an effort to improve the quality of Indonesian human resources, the Government through PP no. 28/1990 on Basic Education establishes 9 Year Compulsory Basic Education Program. The orientation and priorities of the policy are: (1) completion of 7-12 year old children for elementary school, (2) completion of children aged 13-15 for junior high school, and (3) education for all (educational for all).

The 9 Year Compulsory Basic Education Program is expected to lead Indonesians to the possession of Basic Education competencies, as a minimum competency. Basic Competence of Education intended, referring to the competencies contained in Article 13 of Law no. 2/1989 is the ability or knowledge and basic skills necessary to live in society and to follow higher education (secondary education). It is also relevant to the elements of basic education competencies that graduates have to master as identified by The International Development Research Center, including:

- a. the ability to communicate
- b. basic numeracy skills
- c. basic knowledge of the state, culture, and history
- d. basic knowledge and skills in health, nutrition, housekeeping, and improving working conditions
- e. the ability to participate actively in the community as individuals and as members of the community, understand their rights and duties as citizens, be critical and think, and can utilize libraries, reading books, and radio broadcasts.

The 9-year compulsory education program, based on the concept of universal basic education, is also in line with the UN Charter on Human Rights, on the Rights of the Child, and on the Rights and Responsibilities of Children's Education. In addition, according to May, 9-year compulsory education is also aimed at stimulating the aspirations of parents and children's education which in turn is expected to increase the productivity of the nation's workforce. Therefore, the target of 9-year compulsory education is not solely aimed at achieving the target participation rate in accordance

with the target set but the same attention is also aimed at improving the quality of basic education and effective implementation of education.

Implementation and completeness of compulsory education program is also able to reduce the poverty rate. Through this educator also, the nation of Indonesia is able to achieve its goals, namely to create prosperity for all Indonesian people. "Education is a force", then the Indonesian nation will soon be free from ignorance and poverty and become a nation that excels in global competition. Furthermore, compulsory education is the foundation for the development of further education and progress of civilization of the nation, especially in facing the challenges and the development of the global era and competition. Basic education is also able to realize a smart society, and an established economy so that the country becomes advanced.

On the other hand, fair implementation of both 6 years and 9 years generally aims to: 1) provide the opportunity of every citizen at the minimum level of elementary and junior high school or equivalent, 2) every citizen can develop himself further who finally able to choose and get a job Which is in accordance with its potential, 3) Every citizen is able to participate in the life of a nation and state, and 4) Provide the way for students to continue their education to a higher level. Furthermore, in relation to the matter above, the Presidential Instruction of the Republic of Indonesia Number 5 Year 2006 concerning the National Movement for the Acceleration of Compulsory Compulsory Education of Nine Years Basic Education and the Elimination of Illiteracy is a strong law in applying compulsory education, as described below:

- a. Increase the percentage of primary school / madrasah ibtidaiyah / education students who are equal to 7-12 years old or net enrollment rate at least to 95% by the end of 2008;
- b. Increase the percentage of junior high school / madrasah tsanawiyah / equal education students aged 13-15 years or gross enrollment rate at least to 95% by the end of 2008.

3. Formation of Nation Character

This era of globalization has driven many changes in the world's countries including in the country's education sphere. Education plays an important role for all actors (state, civil society, business groups) and plays an important role in all ages. The problem is, education is currently designed for whose interests? Are educational actors

with their own interests and logic locked / non-collaborative or collaborative? This is one of the major questions and challenges for education in Indonesia.

The education field has so far focused much on the country's capability to provide education. Whereas on the other hand, the capability of the state is not very strong in conducting education. We can see how many schools are still damaged (infrastructure), there are still many young people who do not attend school until the capacity of teachers is not adequate. On the other hand, the business world is getting stronger to make young people as part of their consumption class, if young people are smart enough then they will be drawn to strengthen the wake of business interests. Civil society organizations do not remain silent while maintaining education through the world of boarding schools, seminaries, pasraman to alternative education. Unfortunately, these civil society organizations have received little attention from the government in saving the young generation.

The young generation is unconsciously squeezed by many interests in education. Unfortunately they are only the object of the current educational design. The dominance of business interests in the management of education has entered the realm of the state and civil society through the standardization of the breath of globalism. As a result the character of the Indonesian man who formed is market minded. The character that is formed is not in accordance with the national / national agenda because there is no attachment to society and tend to profit oriented. We must restore education into the national / state framework. The relationship to be built is the relationship between state and citizen. The logic and power of business interests today is very dangerous due to the character of the capital forces that do not recognize the territorial borders of the country. Consequently business interests have no moral responsibility whatsoever to the state and society. The nature of the sedentary capital should we be alert and it is time we re-say and try that education is not a sector that is traded and became one of the mandate of the founding of the Republic of Indonesia listed in Preamble.

Ki Hadjar Dewantara's concept center three of education is very good but there are serious challenges to the concept of Ki Hadjar Dewantara, namely the development of technology and information flow is quite rapid. The development of this information technology has entered the domestic / family to the individual. This situation is different from the time of Ki Hadjar Dewantara first. Today society and family no longer become strong institution, whereas through family and society this moral base and character is

laid. This is along with weakening mother role in educate though instinctively, a mother have instinct to educate her child. Not infrequently the role of mothers who educate and lay the foundations of morals and character replaced by domestic workers in a modern family. To get rid of the educational industrialization, the synergy between the state and civil society is needed. This strategic synergy emphasizes that the issue of education is not only in the state of the country which is also limited at this time. But the realm of education is also the area of civil society facing the problem Daily life. Collaboration will both be counter to the mastery of education by business interests.

It is no less important than the state-society synergy in building education is the development of educational strategies and cultural strategies. There is no form of educational development out of the cultural roots of civilization, therefore culture is an inherent part of education itself. Basically culture should grow naturally. But the history of Indonesia noted that the development of civilization in Indonesia has never been completed. Cultural development can be done by strengthening community resilience and opening up space for cultural expressions in social interactions. To build on this, the logic of the education industry must be eliminated because it alienates people from the culture itself.

Culture became a pioneer of civilization formation which later became the basis of morality. Therefore it is necessary to build social spaces for cultural development. In other words, development should not be glued to economic development but also develop development using a cultural approach. Perhaps this cultural approach can provide space for the development of the Indonesian civilization through the opening of social interaction space. Given the challenge of globalization of culture is very real, namely substitute local culture with global culture so that society become global society / global identity.

In connection with the above, building character is indispensable in understanding the free life that our nation has achieved on the gift of God. Character formation is the process of building from raw materials into prints that match their individual talents. Education is the process of character building. Character development is the process of forming characters, from the less good to the better, depending on the provisions of each. Want to take where the character and want to be formed as what will be, depending on its potential and also depends on the chances. Character development and education have been limited (contradictory) with expensive education and commercial

or educational capitalism. Nation is a collection of individual humans, the character of the nation is reflected by the human characters that exist in the nation. A nation born similar to a human being born. A baby born from a mother's hard struggle. The development of character of the nation is also so, where the development of the nation's character is related With a past history that provides material conditions that give rise to people's perceptions of their condition, influenced by concrete events in the present.

Character building is necessary to cultivate a clearly recognizable character of the nation, which distinguishes itself from other nations, and it is necessary to deal with the ever-evolving situation of the age. Character building is important because certain life situations and the context of certain circumstances require an appropriate character to respond to circumstances That exists. For example, a low-tech nation needs a productive and creative character from its generation of people, where scientific thinking becomes a press point because that is what is needed to answer the demands so that it is not the dependence that creates a market minded human being. Building a strong character must be done to answer the needs of the community. Do not till the point of stress the development of these characters just become incompatible with the need to overcome the existing problems. Character building that can then be done by education because in it social process leads the generation that is done.

Conclusion

Education is the empowerment for human beings in facing the dynamics of life both present and future, then the understanding of humanity as a whole is a necessity. Conversely, if pengertain and understanding of education is less precise will certainly give birth to the concept and practice of education that is also less proportionate. Understanding humans is not an easy job. The discussion about the human itself is also dynamic, evolving over time according to the development of civilization that never ends. Because of the growing human understanding of education itself must be dynamic.

In relation to the above, religious education plays a direct role in the efforts of the achievement of national educational objectives, because in accordance with the sound of Law no. 20 Year 2003 on National Education on the national education system, Chapter II article 4, namely: "National education aims to educate the life of the nation and develop a complete humanity of Indonesia, the people who believe and piety to God

Almighty and noble virtuous, have knowledge and Skills, physical and mental health, a solid and independent personality and a sense of community responsibility and nationality ". Because faith and devotion can only be achieved perfectly through religious education. Therefore, religious education has a very strategic position in achieving the goals and success of national education.

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