

Shaping The Character Of The Students Through Example Of Teachers

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Abstract: The government made an effort to solve the problem by proclaiming moral decadence "Character Education" in every level of education. Character education is a holistic educational process that connects the moral dimension to the social realm in the students life as the foundation to establish quality generations who are Able to Live Independently and have the truth principle that can be accounted for. Character is a "behavior" not a 'knowledge'. So, in the practice of character education requires not only the theory or the concept its self, but Also the direct models of the teacher. Therefore, it can be internalized by the students well Because it is not only taught but Also exemplified. The implementation of character education in schools is more accurate through modeling approaches, modeling (uswah) conducted by the teacher. Teacher's exemplary is needs to be created Because a teacher is a central figure in the school that the students' attention always for them. Teachers should really be an example not only the conveyor of science information, but Also includes transfer's activity of virtuous noble character personality in order to form student's character as a national asset that will be the determinant of the existence of this nation.

Keyword: character and teacher's exemplary

Introduction

The Indonesian people are at a nadir will lose their identity, civilization noble nation has sunk somewhere. Who is responsible for this decline? A nation that was once famous for its high civilization-, now famous for its irreplaceable and corrupt nation, a nation that does not have a personality, chaotic nation, a nation that slovenly, stupid, ugly anarchists and many other attributes that are now attached to this nation.

What is wrong with these people? Realizing this was all we gasped, and began to look left and right looking for a reason and the cause of all this mess. Who is wrong and who is to blame. The spotlight focused on national education system. Various opinions and criticism began ejected. The national education system with the teacher as the spearhead considered most responsible for this mess. And if we see the vision and mission of Indonesian education in 1945, all have been written by wise enough, "the government put forth and held a joint a national education system that

enhances faith and devotion to God Almighty and noble character in the context of the intellectual life of the nation." In UU no. 20 Year 2003 on National Education System states that: "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have religious spiritual strength, self-control, personality, intelligence, character , as well as the skills needed him, state and nation ", and" Education aims 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 responsible, as well as 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 ". You would agree if no one from the contents of the above Act. But why reality-it is precisely contradictory to expectations.

The worldview that put education as the economic field has produced beings who are trying to manipulate the essence of education. Education is like a project to facilitate global market with no quality of human resources. Impact was born the problem as well as a dilemma for education itself, namely the emergence of mall-generation students with the characteristics of a relaxing, lazy, manipulative, dishonest to myself and others, put fancy appearance and mindset are easy and instant. In addition, the moral decadence also worsened. The rise of fighting between teens, anarchic behavior, drug abuse, promiscuity, corruption, criminality are rampant, environmental damage, and various measures of social pathologies indication of the irrelevance of the educational system that has been organized in order to form the Indonesian human personality and noble as aspired in national educational purposes.

It is time for the failure of our national education system to face it. It takes a sacred intention and determination and seriousness and hard work of all parties to be able to restore vision, mission, purpose and function of national education on the right track to be able to develop and form the character and dignified civilization.

From any point of view we judge, acknowledged or not, each of us has contributed to the failure of the national education system. The national education system will not be able to manifest- right all the vision, mission, purpose and function without the support of all parties. Therefore, it is not wise for us to blame any particular party, such as a teacher, as the cause of the erosion of the positive character of this nation's children. Parents who actually mandated by Allah SWT. the education of sons of his daughter with various causes and reasons have been handed round of duties and responsibilities to teachers in schools with various limitations, as well as people who do not contribute more social control and government which has been more focused on the

development of the physical sector, all of whom contributed to the failure of the establishment took the character of the nation. Although the reality of this nation getting worse, but the nation's elite still kept busy with a serious debate about the economic problems that are believed to be the main axis for the improvement of the life of the nation. The education can be attributed almost never seriously talked about and discussed by the elite of the nation in order to produce the grand design of education that can be the main axis of this nation's progress. In fact, from the experience of many developed countries we should be able to learn that the key to the progress of a nation is dependent on the extent to which the note and reform the education. New in the end of this year it seems we begin to realize and that virtually agree that education is the most important sector in nation building.

Therefore, as a first step, it is important for all parties to realize and admit the error of each in relation to the deterioration of the character of this nation, then follow- up with solutions. The failure to establish the character of the nation is the "collective guilt" that can not be blamed on the failure of education alone. Therefore, the most appropriate solution to overcome this problem is to commit seriously to make improvements collectively anyway. Each of us introspection and strive to find solutions to repair and restore and enhance the positive character of the nation. Do the best that we can, not busy finding fault with others. But let's start from ourselves, and duties under our responsibility. Furthermore, this paper discusses the responsibility of the teacher as an educator future character of the nation. The author as a secondary level teacher felt compelled to seek the solution of major problems of this nation. The authors are keen to give various ideas relating to things that can be done a teacher in shaping the character of the students as the future generation. As for the main problem in this paper is whether exemplary teachers can shape the character of the students? Departing from these problems purpose of this paper is to give a good example is importance of teachers in shaping the character of students.

Literature and Discussion of Character Education Before we delve further into the teacher as an educator of character, it helps us know in advance about what the characters. According Megawangi, R (2007) character is derived from the Greek *charassein*, which means carve and to form a pattern. So in order to educate children in order to have the necessary character of the 'carve out', namely the proper care and education.¹

Raharjo, SB (2010) states, character education is a holistic educational process that links a moral dimension to the social aspects of the lives of young people as the foundation for the

¹ Megawangi, R., 2007. Pendidikan Karakter. <http://www.mizan.com>

formation of generation qualified that is able to live independently and have a Truth that can accounted for. Character education is a process of formation of a person's behavior or character, so as to distinguish between things that are good and bad and capable in life. Character education is essentially a consequence of one's responsibility to fulfill an obligation.

According to Foerster cited by Koesoema, D., there are four basic traits in character education. First, the regularity of the interior in which every action is measured based on the hierarchy of values. Values become normative guidelines every action; Secondly, the coherence that gives courage, makes one firm on principle, not easily swayed in new situations or fear of risk. Coherence is basic building trust each other. The absence of coherence undermined the credibility of a person; Third, autonomy. There someone to internalize the rules from the outside to be for personal values. This can be seen through an assessment of the personal decisions without being influenced or urging other parties; Fourth, constancy and fidelity. Tenacity is one's resistance to GET maintain what is considered good. loyalty and is the basis for respect for the commitments that have been selected.

Importance of Character Education importance of character education in human life is the principle that is much discussed. Education characters (character) in Islam is clearly written in the Quran surah Al-Qalam verse 4, which means: "And verily, you are really virtuous great." Similarly, the primary mission of the coming of Rasulullah shallallahu 'alaihi was sallam is to improve and enhance a noble character. As the following hadith:

ا م ن ا ت ث ع ب م م ت ل ا م ر ا ك م

which means "I am (the Prophet sallallaahu 'alaihi was sallam) was sent to perfect noble character" (HR. Baihaqi)

Education is very important character embeded- right as early as possible. Due to the good character we do things that are worthy, good and right so that we can take part to the success of life, the harmony between the members and within the corridor of good behavior. Conversely, if we broke it we will experience things that are uncomfortable, from the nature of light, like a favor, not respected by others, until the weight of such offenders.

The implementation of character education is increasingly urgent to address the moral decadence or deterioration of manners student that occurred evenly across the country. Deterioration of manners have become a common sight that is clearly visible in the daily lives of adolescents. In fact, most have been recorded in the news in the electronic media and non-electronic with vulgar includes a variety of measures that indicate the character that is not expected,

such as: brawl between students, the lack of manners towards parents and elders, as well as teachers, harassment sexual promiscuity, smoking and drugs, like lying, cheating and attitudes as well as other laudable actions.

In addition, the more important reason is the many complaints when there is interaction between parents and teachers about the student. Many parents report their children are reluctant to go to school, children are afraid to come forward when a child gets a turn or not there is a willingness to learn. Master said that many students do not show seriousness in learning and lack of effort, late, often does not make the task, cheat, less friendly, arrogant, like an understatement, to be brash, oppose and tend revenge, less rigid and resilient in the face of pressure.

The attitudes of students so of course worried about all those good parents, teachers, communities and governments. What is the fate of this nation if future generations are not moral? What is the use of intelligent if not accompanied with noble character? Based on the very poor condition, it is time to apply the character education in every level of education. For students who were subjected to character education is the future of the nation's next generation who will determine the existence of this nation.

Teachers Expected in Character Education Currently a teacher's presence as educators increasingly evident replace most of the role of parents who incidentally is the main carrier of trust of Allah SWT. on children has given him. Teachers have eased some of the gas of parents in educating their children. Of various origins and for various reasons a lot of people who are teachers. Whatever their background, whatever their motivations, and whatever the reason: the teaching profession requires competence as a teacher. Teacher competence expected of course teachers who not only know their duties and responsibilities, but also must be able to carry out their duties and responsibilities as quickly as possible. Based on the Law on Teachers and Lecturers No. 14 of 2005 mentioned a teacher must have four competencies, namely professional competence, pedagogical, personal and social skills. Of the four competencies, the most fundamental aspect of being a teacher capable of educating the student's character which aspects of personality (personality), because the personal aspect that is the forerunner of the birth of personal commitment, dedication, caring, and a strong desire to continue to do our best in action in the world of education.

To meet the availability of competent teachers ber- expected, very important mem- benahi teacher recruitment system in the education bureaucracy. Recruitment of teachers not only dilakuright by mere academic qualifications but more concerning aspects of mental stability, intellectual capacity and professionalism and has a high religious morality as capital in guiding learners.

Teachers actually not just any jobs, but jobs that perpetrators need requirements, both in terms of morals, knowledge and skills. Teachers whose job transfer character's personality, spiritual knowledge and skills will not be able formed rapidly at its seada- provision. Teachers need to be realized at all that could be called nothing other scholars and at the same Ambiya warisatul exemplary life in a broad and comprehensive. This is the task of teachers is very strategic and noble.

According to Rani Pardini cited by Adhi, R (2010) there are three models of teachers by level of quality, namely teachers occupational, professional teachers and vocational teachers. Occupational, is a teacher of teachers who undergo minimally teaching profession, without concern for paying more attention to their students. Professional teachers are teachers who have more responsibilities qualify the laws and requirements of teacher competence in accordance with applicable regulations. Meanwhile, teachers are teachers who undergo vocational profession as a call to do their jobs with enthusiasm, patience, commitment, and continue to develop themselves and their profession.

Further grama, Adhi, R (2010) to borrow a phrase Reza M. Syarif, classifying teachers in five models seen on the presence and performance (performance). The fifth model of the teacher, namely: 1) Teachers who are. This model teacher to teach just about an obligation, regardless of the situation of children outside the classroom or problems at home; 2) Teachers are no what- ass. Teachers like this did not have the passion to make smart students especially in character; 3) Teachers are no-nonsense. This model teacher more negative impression than the positive. But usually the case by, yet very need to watch out because it can tarnish and destroy the world of education; 4) Teachers are no excess. A teacher who is aware of the duties and functions (TOR) as a teacher. Lebihnya existing teachers are teachers who are interested to continue to care for their students perkem- ment; and 5) that their teachers do not just exist, this figure is super teacher, teachers are very aware of his existence, his potential, his profession, the circumstances, the vision and mission, his obsession, as well as the effectiveness of its action. To be a teacher "super" to be built a minimum of seven aspects, including: 1) Mind set or the right mindset; 2) Mental positive, proactive, progressive, and Achievement; 3) The super motivation

to build the character of children and education; 4) Manage self and other resources so as to give birth to creativity and innovation of education; 5) Has the ethics and morals be exemplary; 6) Master various teaching methods varied; and 7) Ability to act effectively in the preparation stage, enforcing the learning and evaluation of learning outcomes. Of course, teachers are expected to constitute the model of existing teachers and teacher lebihnya super (not just their teacher there).

Because teachers like this is needed this nation. Teachers who truly an educator and adults, teachers who have both intellectual and emotional maturity. Intellectual and emotional maturity to his ability to reason and speak, can give an example of good behavior, understand perkem- ment of a child with any problem, creative, innovative mastering the material and a lot of learning methods in accordance with perkembang- late, the situation and the intelligence of learners , Can character education approach as the spearhead education teachers form students who are not only smart but also in character as the next generation of this nation's future. How do business and the way that teachers can do to educate students karak- ter?

In educating character, the teacher can refer to the grand design of the character education designed by the Ministry of Education in an effort to improve the relevance and quality of education of character, for every track, level and type of education unit. Grand design becomes a reference conceptual and operational development, implementation, and assessment on every track and level of education. Configuring the characters in the context of the totality of the process of psychological and socio-cultural are grouped in: Sports Heart (Spiritual and emotional development), Sports Thought (intellectual development), Sports and Kinesthetic (Physical and kinesthetic development), and Sports Sense and Karsa (Affective and Creativity development) (Ministry of Education, 2010).

Theoretically, there are two approaches offered by many parties in implementing of character education in schools. The first approach; character education is positioned as a separate subject, and the second approach is positioned as a character education missions of each subject or integrated into each subject. Presumably both the pendekat- an implementation choice in character education that will be implemented in schools. This is in line with the statement of the Deputy Minister of National Education, Fasli Jalal written by Napitupulu, EL (2010) character education that encouraged the Government to be implemented in schools will not burden teachers and students. Therefore, the things contained in this case the truth of character education is already in the curriculum, but have not put forward and explicitly taught. So the character education is not taught in specific subjects. However, the study was carried right through daily life that has been running in schools.

Character Teacher Who should be the teacher of character education? Each teacher is expected to be a character education teacher and every teacher his seharus- competent to educate learners characters. Many suggestions that character education should not be taught specifically as a stand-alone subject. But education can integrated character in each subject. This means that each subject teacher has a duty and responsibility to educate their students character.

Character education is basically attached to each of subjects including engineering classes such as mathematics, chemistry, physics and biology, and computer / ICT (Information and Communication Technology). Because, basically, each subject has character values that must be passed and accomplished students. However, most teachers do not realize that there are values that can shape the character of the students. Demands educate characters visible on a scoring system that enforces in three areas of assessment, namely assessment cognitive, affective and psychomotor. Rate character is closely associated with affective appraisal or attitude, good attitude of the students in the face and follow the lessons in question as well as the attitudes of students to absorb the values embedded in the subject matter. For example, in mathematics can be instilled an attitude of honesty. Students are taught to not one operation counted, not to place the data manipulation that is currently very widespread and has become a trend in our country with a mark-up and corruption. Math teacher can touch the minds and hearts at the same time students on the dangers of corruption to be one cause of this nation to decline. Teachers can appends the character namkan honesty to their students not to become criminals.

Furthermore, on the subjects of chemistry teacher can teach a lot of values that can shape the character of the students. Chemistry lesson loaded with material that can cause harm to the salvation of mankind was welcomed ping can also be used to improve the welfare of mankind. So the benefit of learning the chemical is highly dependent on its human character. If human berkarak- good pitch, then its chemistry will be used for good as well. However, if the human character is not good, then the chemistry will be used to commit criminal acts. For example, the world of the atomic bomb can be destroyed instantly. Accordingly, a chemistry teacher is very important to instill values such as character, human values, love of peace, compassion and so forth.

Similarly, the teacher of biology, can instill character values to the students through the learning materials diajar- it. As of love to a universe created by Allah SWT. with various contents and uniqueness of his creatures who studied in biology. Through these lessons the teacher can instill character of environmental concern and affection for the creatures of Allah.

In physics, many mengajar- right about the regularity of the universe with planets circulating in orbit. The teacher can instill character of grandeur and

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the omnipotence of Allah. which in turn will foster the love of Allah the creator of the universe.

As a final example that the authors presented here are computer subjects or subjects of information and communication technology (ICT). In these subjects the teacher really need to be able to instill positive character to provide guidance to students in meman- faatkan medium of information much more accessible and open. Lots of important information that can be accessed learners but many important information that is not even damage the morale and character of students.

Such as pornography in the form of pictures and videos that are circulating obscene virtual world that is very easily accessible by learners. Teachers should be able to provide correct guidance on the use and utilization of information media for intelligence and moral support learners rather than vice versa. Therefore, it is important to instill character of truth, what is allowed and what not, why it should not and it was not, embed code mandate that can be trusted not to break anything that is forbidden and uphold the values of religion and honor.

So in principle characters educate not just the duty of some teachers in certain situations such as civics teacher, teacher Aqeedah Morals, teachers or teachers of Religious Counseling. Character education into our collective responsibility includes all teachers of subjects that may not be the authors demonstrated one by one in this paper.

Exemplary Teacher Educating character through character education requires not only mere theory or concept. All this has quite a lot of theories about personality, character, character, character that has been formulated and parsed clear in numerous articles, books and research. According to Suwandi said Wahid, A (2009) implementation of character education in schools through pendekat-'s more precise modeling, modeling (uswah) conducted by the teacher. Because the character is the behavior

(behavior) and not knowledge so as to be internalized by learners, then it should be modeled not taught.

So in educating highly dibutuh- right character figure model. The model can be found by students in the surrounding neighborhood. The closer a model learner will be increased and the character education efektiflah. Learners need concrete examples, not just a sample that is written in the book let alone the imaginary example. This is in line with the statement cited by Sit Berk, M (2010) The moral behavior is obtained in the same manner with other responses, through modeling and reinforcement. Learning through modeling will happen internalize various moral behavior,

prosocial and other rules for good action. Similarly, according to Bandura's Social Learning Theory in quoted by Hadiwinarto, human behavior is obtained through observation of models, from observing others, shaping ideas and new behaviors, and finally diguna- right as a guide to action. Because one can learn from the examples of what other people did, at least approximates the shape of the behavior of others, and terhin- dar from mistakes made by others.

Who is the closest models for learners. Of course in addition to parents nowadays more distance with his son and masya- rakat increasingly indifferent to the surrounding environment as well as the media increasingly destructive, gurulah which eventually expected to become a model for students. The effectiveness of the teacher as an actual model has been tested through the ages. Often we find in the real life of a child is more trust waffle teacher of the parents, especially the children who are new to the world of education outside the home. Most children are very happy towards their teachers and want to listen to and obey the messages and advice provided by the teacher. "The word teacher is not so, but so Mother? ', That's how your child babble that often we hear complain to his parents, when he discovered the difference between parents and teachers. Therefore, good cooperation between parents and teachers are also community would be needed to make a success of this character education.

Over time, age and experience of students, in general, reducing the field of love towards his teacher. Teachers will no longer be an idol. Even some students regard the teacher as an enemy, one who sucks and hated. Many of the factors causing the loss of awareness of students to teachers. In general, because the students are burdened with a variety of learning tasks that must be lived. As if all demands perfection, without wanting to know what she wants. At home, parents demanded to get high scores and school teachers also demanded him to learn as quickly as possible.

Presentation of tense material, without giving an opportunity to the students to express themselves. Teachers chased by the demands of the curriculum should be thoroughly, so not enough time if should give a chance to the learners to think-right back, living up to and reflect on lessons learned, as well as seek and explore the meaning and value of human life which is important for himself and his fellow man. In practice our current education tend to run such a system saving in banks. As people save money, learners are given much material through the process of stockpiling information, then menagihnya back through the exam generally only able to assess the ability of mere students koqnitif. The teacher should really be uswah or exemplary not only as Messenger of information science, but more than that, including personality transfer activities in order to establish a student character. Thus the school is expected to make his protégé participant as human nature of his tough and hanif who taught virtues and useful science. God willing, for the

benefit of charitable good deeds of teaching science that is beneficial to the participants his protégé will still accompany him to the grave in nature later.\

This is in accordance with the Hadith of Prophet Muhammad: "If a man die so terputuslah sharee'ah except from three things: charity jariyah, beneficial, or children who do good deeds mendo'akannya". (HR. By Muslim).

In principle the educating character strongly depends on the sincerity of a well intentioned teachers to give an example of an example to the participants his protégé. As for the lunchbox or additional capital (other than the main competence in accordance of LAW teachers and professors No. 14 of 2005) a must-have teachers as examples of exemplary character in educating participants his protégé: 1) the teacher should know what characters should have the learners. In order for character education does not become a journey without end, it is important to identify the character who will become a pillar for the learners. To know this teacher can refer to a grand design character education designed by the Ministry of national education. DIS amping it up, teachers can also memelajari universal characters from various sources that berkompe-ten. Among them Indonesia Heritage Foundation formulated the values that ought to be taught to the children to make it a personal characteristic, namely: (a) love to God Almighty. and the universe and its contents as well as the love of the truth; (b) responsible, disciplined, and independent; (c) reliable and honest; (d) being respectful and polite; (e) have a sense of compassion, caring, and capable of cooperation; (f) confident, creative, hard work and perseverance; (g) have a sense of Justice and kepemim attitude-pinan; (h) good and humble; (i) have the tolerance, love of peace and unity. (Mega- wangi, R, 2007).

Meanwhile according to Hasanah, A (2010), Character Counts in the US identified that the characters who become the pillars is; trustworthy (trustworthiness), respect and caring (respect), responsibility (responsibility), honest (fairness), caring (caring), nationality (citizenship), sincerity (honesty), daring (courage), diligence (diligence) and integrity. While according to Ari Ginanjar Agustian in could be ', k. (2010) there are seven basic characters that should be imitated from Asma al Husna are: honesty, responsibility, discipline, visionary, fair, caring, and cooperation. Further, a teacher should be able to reflect the nature of the example, that is expected to: 1) imitation of role models all of nature, namely the Islamic prophet Muhammad. As the Quran surat Al-Ahzab verse 21, meaning: "already exist in (self) the Messenger of Allah was a good example of the Queen for you (IE) for people who expect (Grace) (arrival) of God and the day of judgement and he many call God." Inshallah with the imitation of the Prophet, a teacher would be the paragon of the real for his protégé; 2) understand the principles of example. Start with ibda ' binafsih, i.e., from

yourself. Thus, teachers can not only talk and criticize without ever seeing himself. Remember the philosophy of finger pointing "one finger to others four fingers to yourself" it means we have to be really introspect ourselves repeatedly (at least four times) before we criticize others (one time), of course with the criticism that build.

Similarly, with a philosophy of "tit for bathing" in educating character of teachers do not like tit for bathing. Dipper used to bathe the goal for cleaning it, but tit for never taking a bath or clean himself, often we see tit for already mossy used when showering. This means that teachers should not only be taught character to participants of his protégé, but the teacher must first practice it; 3) in educating characters know the stages of development of the child's behavior in order to choose the right method for educating characters participants his protégé. Stages of development of the behaviour of children is divided into three, namely: (a) phase I (0-10); is the phase behavior of the flesh. As for the right method in educating character is the nature of the briefing, conditioning, example, reinforcement (rewards) and penalty; (b) phase II (11-15); is the phase behavior of consciousness. A suitable method in educating character is by planting values through dialogue, counseling, and involvement; and (c) phase III (15 years and over); are internal controls against the behavior. At this stage the right method is that leads to the formulation of the vision and mission of life, and strengthening responsibility to God Almighty. (Matta, MA, 2002), 4) Knowing the stage of educating character.

At least in educating learners character has to go through three stages of learning and achieving the authors have termed with the 3 p IE: thinking, feeling and per-artificial. The first stages of thought; It is the stage of providing knowledge about the characters. At this stage the teacher is trying to fill in reason, logic and the ratio of students so that students are able to distinguish positive characters (good) with negative characters (not good); students are able to understand logically and rationally the importance of positive character and dangers posed a negative character. Next, the second stage in educating these characters is termed by feeling; are love and need positive character. At this stage the teacher is trying to touch the hearts and souls of the students no longer makes sense, ratio and logic. It is hoped this will appear on the stage of the consciousness of the heart will be the importance of positive character, which in the end will bring forth the urge/desire is strong from the inside to practice the character in her everyday.

This is the third phase of works role; at this stage the urge/desire in the student to practice positive character embodied/implemented in daily life. Students become more polite, friendly, loving, diligent, honest, and the more fun, cool views, as well as the hearts of those who see it and interact with it; 5) knowing how to teach the character education to students. Give a sense of how

important the "love" of doing things, not solely because of the principle of reciprocity. Emphasize religious values that uphold the love and sacrifice. Invite students to feel what is perceived by others. Help your students do in accordance with our expectations and the elderly, not only because it wanted to be able to praise or avoid punishment. Create harmonious relationships, so that students care about the wishes and expectations of us. Remind the importance of sense of shame and expand a sense of affection towards each other. Give examples of behaviour in terms of help and care about others as well as other positive character; 6) realized the meaning of his presence in the midst of students, teaching with sincere, have awareness and responsibility as educators to instill the values of truth, teaching is not to simply let go of the tasks, we-the jar because the call of the soul, teaching with love, feel responsible for the success of students of the world hereafter capable of directing students about the meaning of life, the teacher should be a role model (uswah), warisatul ambiya, smart not only talk but implemented in the follow the Horn of her everyday , said the language of polite, punctual, honest, disciplined, willing to admit mistakes, unwilling to apologize and forgiveness, not pompous and arrogant, obedient, implementing the values of religion in her everyday, not arrogant/want to win themselves.

In addition, the success of teachers in educating participants of his protégé 's character will never be detached from the support and cooperation of all parties as a recommendation Character Education Quality Standards which contain eleven principles to realize an effective character education, namely: 1) Promote ethical values as a base character; 2) Identification of character in a comprehensive manner so that includes thoughts, feelings and behaviour; 3) Using a sharp approach, proactive and effective for building character; 4) creates a community of schools that have a concern; 5) Gives the opportunity to students to show good character; 6) have coverage against meaningful and challenging curriculum that appreciate all students, build their character and help them to be successful; 7 make an effort the growth of self motivation of the students; 8) enable the entire staff of the school as a moral community share responsibility for character education and loyal to the values of the same base; 9) existence of a Division to moral conduct-and extensive support in developing initiatives character education; and 10) Enabling family and community members as partners in the business of building character; (11) Evaluating the character of the school, the functions of the staff of the school as teachers of the characters, and the manifestation of positive character in the lives of students.

It takes hard work to realize the noble ideals. Teachers should be able to become a model. We will not be able to make students diligent, punctual, responsible and so on, if we do not first it up. Not only does this country need character education but the country urgently needs the example

of educators of character and of all components should be aware and have a moral responsibility to leave a strong generation, the generation that is ethical, competitive power generation so recognized and taken into account its existence on this earth.

Summary and advice Summary on the basis of the explanation above can be summed up as the following things. First, the character education is a process of education holistically moral dimensions of linking with the social sphere in the lives of learners as Foundation for the formation of a qualified generation capable of living independently and has a principle of truth that can be accounted for. Second, character education not only requires a mere concept or theory. Third, the character is a behavior (behaviour), not knowledge so as to be internalized by learners, then the model should not only be taught; Fourth, the implementation of character education in schools through a more precise approach to modeling, example (uswah) conducted by the teacher. The fifth Example, teachers need to be created due to a teacher as the central character at any time to the attention of learners in schools. The teacher should really serve not only as a Messenger of information science, but more than that, including the transfer of the activities of the ethical personality of the sublime to forming students character. Sixth, educate the characters not just the task of the most particular teachers as teachers PKn, teachers 'Morals, guidance counseling teacher or religious teacher. Character education became the responsibility of the entire teacher subjects. Seventh, additional capital or Provision (other than the main competence in accordance of LAW teachers and professors No. 14 of 2005) a must-have teachers as examples of exemplary character for participants in educating his protégé, among others, as follows: 1) the teacher should know what characters should have the learners; 2) Teacher should be learning from the example of the rest of nature, namely the Islamic prophet Muhammad. God willing with the imitation of the Prophet, a teacher would become a real role model for learners; 3) Teacher should really understand the principles of example. Start with *ibda' binafsih*, i.e., from yourself. Remember the philosophy of "finger pointing" and philosophy "tit for the bath"; 4) Teachers should know the stages of development of the child's behavior in order to choose the right method for educating character participants his protégé; 5) Teacher should know the stages of educating character. At least in educating character of learners should be through and reach the three stages of learning (3 p) IE: thinking, feeling and action; 6) Teachers should know how to teach character education to students; 7) Teacher should be aware of the meaning of his presence in the midst of students, teaching with sincere, has a consciousness and a responsibility as educators to instill the values of truth, teaching is not to just let go of teaching duties, due to boredom, to teach with love, feel responsible for the success of the world and the hereafter, students are capable of directing

students about the meaning of life, the teacher should be a role model (uswah), warisatul ambiya, not just talk but smart implementation in the mindless acquiescence in daily , said the language of polite, punctual, honest, disciplined, willing to admit mistakes, unwilling to apologize and forgiveness, not pompous and arrogant, obedient, implement the religious values in daily life, not arrogant/want to win themselves. Eighth, in character education in schools, all stakeholders must be involved, including the components of education itself, i.e. the content of the curriculum, the learning process and assessment, quality relationships, the handling or management of subjects, school management, accomplishment or activity, empowerment, infrastructure financing, and work ethic all over the citizens and environment of the school.

The above summary advice based on some suggestions addressed to stakeholders, as follows. First, every teacher subjects expected to implement character education through moral values contained subjects in order to shape the character of learners. Each teacher is expected to become a role model in the activity of transferring ethical sublime personality in order to shape the character of students. Second, All of stakeholders involved in the education process in schools are expected to form a moral community is responsible for the successful character education. Third, Families and community members are expected to become partners in an effort to build the character of learners. Fourth, the Government is expected to restructure the system of teacher recruitment to more closely look at aspects of mental stability, intellectual capacity and professionalism as well as high as religious moral capital in guiding learners in addition to qualifications and academic achievement.

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