Basicedu_03_EDUCATIONAL MODEL FOR CHARACTER DEVELOPMENT

by Abd. Syakur

EDUCATIONAL MODEL FOR CHARACTER DEVELOPMENT ON THE BASIS OF ROLE SUSTAINABLE MODELS

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Abstrak

Pendidikan merupakan faktor yang sangat penting dalam menentukan dilaksanakan atau tidaknya pendidikan karakter. Pendidikan karakter sangat penting karena dengan berkarakter, manusia akan menjadi makhluk yang mulia dan istimewa jika dibandingkan dengan makhluk lain, bahkan jika dibandingkan dengan sesama manusia. Karena pentingnya pendidikan karakter, maka keberadaan metode dan pendekatan pendidikan karakter menjadi salah satu panutan untuk mencapai karakter yang esensial baik dalam sikap maupun tindakan. Metode dan pendekatan pendidikan karakter meliputi: Tujuan dari penelitian ini adalah untuk mengembangkan metode keteladanan untuk pengembangan karakter. Dengan menggunakan metode penelitian *Systematic Literature Review* (SLR), kami menemukan bahwa pendidikan karakter keteladanan merupakan metode dan pendekatan yang efektif bila diterapkan secara komprehensif oleh pendidik di setiap lingkungan pendidikan, dengan penekanan khusus pada aspek kognitif, afektif, dan psikomotorik. Ketiga aspek tersebut menjadi pendorong bagi semua kelompok, baik dari segi perilaku maupun aktivitas sehari-hari.

Kata Kunci: *Pendidikan Karakter, Model Keteladanan, Pendidikan Berkelanjutan*

Abstract

Education is a crucial factor in determining whether or not character education is implemented. Character education is extremely important because, with character, humans will become noble and special beings when compared to other creatures, and even when compared to their fellow humans. Because of the critical importance of character education, the existence of character education methods and approaches is one of the role models to achieving an essential character both in attitude and action. Character education methods and approaches include: The purpose of this research is to develop an exemplary method for character development. By employing the Systematic Literature Review (SLR) method of research, we have discovered that exemplary character education is an effective method and approach when implemented comprehensively by educators in every educational environment, with a particular emphasis on cognitive, affective, and psychomotor aspects. These three aspects are the driving force for all groups, both in terms of behavior and daily activities.

Keywords: *Character Education, Role-Model, Sustainability Education*

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INTRODUCTION

Personal character education is one of the global and contemporary concerns that is so important today and that continues to rise to the surface in the world of education, particularly in Indonesia. There are several ways to deal with the nation's moral decline, according to the program, which is being addressed through a variety of means. Even the moral collapse has compelled this nation to submit to the values of dehumanization that are prevalent in structural and cultural environments. Character building, as an effort to fulfill the Pancasila mandate and open the 1945 Constitution, is motivated by the current reality of national life, which includes disorientation and a failure to live up to Pancasila values, the limitations of integrated policy tools in implementing Pancasila values, shifting ethical values in national and state life, and the threat of national disintegration.

In order to accomplish this, the government has designated character development as one of the top national development priorities, ranking it alongside education and health. Among its many responsibilities is the development and shaping of a dignified nation's character and civilization in the context of educating citizens about the nation's life, with a view to maximizing students' potential in order for them to become human beings who believe in and respect and admire God. A noble character, good health, knowledge, capability, creativity and independence are all attributes of God Almighty. He strives to be a democratic and responsible member of society and strives to do so (UU RI No. 20 of 2003 concerning the National Education System-UUSPN).

The educational value of role modeling is determined by how the term is defined. A critical component of clinical training is role modeling, which is defined as the demonstration of skills and the provision of feedback after observing the performance of students during clinical training (Elzubeir & Rizk, 2001). Students' professional development is equally important if role modeling is defined as encouraging students to observe and reflect on the advantages and disadvantages of their preceptors' behaviors, as well as to emulate those that they believe are significant. While there are many advantages to role modeling, it's important to weigh them against the risks, especially when it's defined as uncritical compliance with the formal (institutional culture) and unacknowledged (hidden curriculum) messages of the learning environment.

Two things are combined in this case, namely the method and approach to character education that is considered to be the most important and effective, as well as the provision of examples of good words or deeds to be imitated by students, in order for students to have good words or deeds of their own (Watson, 2019). As a method that is widely regarded as the most important and most effective in general education, exemplary teaching will, of course, be regarded as the most important and most effective method in character education as well as in general education. The reason for this is understandable, as character education is a component of education. As described in the title Exemplary as a Method and Approach to Character Education, an extensive investigation was carried out in order to find out.

METHODOLOGY

This study employs a library research method known as the Systematic Literature Review (SLR), which involves conducting a number of current literature searches and referring to research and the works of figures in the field of character education as sources. As a result, researchers' knowledge, insight, and experience become one of the most important sources in the study of the exemplary method as an approach to character development.

RESULTS AND DISCUSSION

1. The essence of character education

The term "character" is derived from the Greek word "charassein" which means "to engrave". Carving character is similar to carving gemstones or hard iron surfaces. Furthermore, character is developed, which is defined as a unique sign or pattern of behavior. Donni (2009) equates character and personality. Meanwhile, according to Masnur Muslich, character is associated with moral strength and has a positive connotation rather than a neutral connotation. Characteristic people are those who possess (certain) moral qualities. According to Berkowitz, as quoted by Al Musanna in Damond (2010), a character is a characteristic or sign attached to an object or person. Characters are used as identifiers.

Following Thomas Lickona, character education is defined as the process of molding one's personality through character education, the results of which can be observed in one's real actions, such as good behavior and honesty; responsibility; respect for others' rights; hard work; and so on. Character education, according to Raharjo (as cited by Nurchaili), is a comprehensive educational process that connects the moral dimension with the social realm in students' lives. This serves as a foundation for the formation of a quality generation that is able to live independently and is guided by the principle of truth. Character education is the process of molding one's behavior or character in order to enable one to distinguish between good and bad things and apply these distinctions in real-world situations. In its most basic form, character education is the result of one's obligation to fulfill a responsibility.

Education in character is fundamentally an integration of intelligence, personality, and high moral character. Character education, according to Thomas Lickona, is a supporting medium for students to understand, care about, and act or not act in accordance with ethical values or principles. This is in accordance with the fact that Suyanto stressed that character education is a plus character education, which includes aspects of knowledge (cognitive), feelings (feeling), and action (action).

To the best of our knowledge, character education can be defined as a process of civilizing and empowering noble values within the educational unit (school), family environment, and community environment, according to the design (grand design) of character education developed by Indonesia's Ministry of National Education. Its foundations are derived from theoretical frameworks, educational psychology, and socio-cultural values; it draws on religious teachings; it draws on the 1945 Constitution; it draws on Law (UU) No. 20 of 2003 concerning the National Education System (Sisdiknas); it draws on best practices and experiences in the field of education. This is true in everyday situations.

It has been determined that 18 values derived from religious teachings, Pancasila cultural values and national education goals should be promoted. These values are as follows: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hardworking, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, and (11) Respect for others. Love for the country, (12) Appreciation of achievements, (13) Friendly/Communicative, (14) Love for Peace, (15) Loves to Read, (16) Concern for the Environment, (17) Concern for the Social and (18) Responsibilities. Despite the fact that there are 18 values that define the nation's character, the education unit can determine its development priorities by building on the pre-condition values that are reinforced by a number of prioritized values from the 18 values mentioned above. The number and type of characters used in its implementation will almost certainly differ from one area or school to the next, depending on the circumstances.

Character education can be understood as a collaborative educational effort involving three aspects, namely knowledge, feelings, and actions, as described in the preceding description that explains ontologically what it is. Ultimately, the goal of character education is the realization of a person's knowledge, which is manifested by feelings and moral content, and which is capable of giving birth to actions that are beneficial to others, both individually and collectively. As a result, character education can be defined as an effort that is designed and implemented in a systematic and planned manner to assist students in

understanding the values of human behavior related to God Almighty, one's own well-being, fellow humans, the environment, and nationality that are manifested in thoughts, attitudes, and actions. A person's religious norms, laws, social customs, etiquette, culture, and customs influence his or her feelings, words, and actions.

2. The Purpose and Functions of Character Education

All of the activities teachers engage in that have the potential to influence the character of their students are included in character education. Students' personalities are shaped by their teachers. This includes examples of the teacher's behavior, the way the teacher speaks or conveys the material, the teacher's tolerance, and a variety of other factors. Learning and extracurricular activities, educational unit culture and habit and education staff should all play a role in character education being provided in formal education. This is certainly relevant in TK/RA/SD/MI/SMKTK/RA, SD/MI, SMP/MTs, SMA/MA, SMK/tertiary institutions. For the most part, character education aims to develop a nation that is capable of thriving in a rapidly changing world while remaining rooted in a deep religious faith and a reverence for God Almighty based on Pancasila.

Education in character serves three purposes: (1) developing the fundamental potential to be kind and considerate toward others; (2) strengthening and constructing the behavior of a multicultural nation; and (3) enhancing the nation's civilization in order to make it more competitive in international affairs. Civil society, political society, government, business, and the media are all used to promote character development. The family of educational units is one of the media channels used to promote character development. Character education is expected to become ingrained in the culture of schools on a more general level.

a. *The process by which potential is formed and developed*. Human potential, or Indonesian citizens, are molded and developed through character education, which teaches them to think well, have a good heart, and behave well in accordance with the life philosophy of Pancasila, among other things. Character education is used to mold and develop human potential, or Indonesian citizens.

b. *Reconstruction and reinforcement*. Individuals and Indonesian citizens can benefit from character education by strengthening the roles of families, schools, communities, and the government in helping to foster a nation characterized by rapid, self-sufficient, and prosperous development by improving the negative character of its citizens.

c. *Filtration*. National character education serves the purpose of sorting out the cultural values of the nation itself and filtering the positive cultural values of other nations in order for Indonesian citizens to become human characters and the country to become a dignified nation.

3. The Values of Character Building

Educational units have actually developed and implemented character-building values through the operational program of their respective educational units, which have been developed and implemented by educational units. This is a precondition for character education in the education unit, which is further strengthened by the findings of the curriculum center's empirical study, which revealed 18 values that should be emphasized.

The following 18 values have been identified as originating from religion, Pancasila culture, and national education goals, and they are as follows: 1) Religious 2) Honest 3) Tolerance 4) Discipline 5) Hard work 6) Creativity 7) Independent 8) Democratic 9) Curiosity 10) National Spirit. 1 1) A strong attachment to one's homeland 12) An appreciation for one's accomplishments 13) Friendly or communicative 14) Appreciation of peace 15) Appreciation of reading 16) Concern for the environment 17) Concern for social justice 18) Take ownership of one's actions.

Despite the fact that the nation's character is formed by 18 values, the education unit can determine its development priorities by building on the precondition values, which are reinforced by several prioritized values from the 18 values listed above.

4. The Approach to Character Education
   a. Role-model (*Keteladanan*)

   Educators from both formal and non-formal education units must be trained to serve as the primary supporters of character education activities and to serve as role models for the character values you wish to instill in students. Exemplary can also be demonstrated in the behavior and attitudes of educators and education staff in the provision of examples of good actions so that they can be expected to serve as role models for students to emulate and learn from.

   b. Learning

   Character development takes place through a variety of activities in the classroom, in formal and non-formal education units, as well as activities conducted outside the education unit.

   1) Character education takes place in the classroom through the learning process of each subject matter or activity that has been specifically designed.
   2) Character education is carried out in formal and non-formal education units through a variety of activities in formal and non-formal education units that are attended by all students, educators, and education staff.
   3) Outside of formal and non-formal education units, character development is carried out through extracurricular activities and other activities in which all or part of the students participate. These activities are designed for formal and non-formal education units from the start of the school year or learning program and are included in the academic calendar.

   c. Empowerment and Cultivation

   Both the macro and micro settings allow for the observation of the development of values or characters in two different ways. The macro setting is of a national scope, and it encompasses the entire context of planning and implementing value or character development, which includes all stakeholders in national education policy and practice. Character development is divided into three stages at the macro level, which are planning, implementation, and evaluation of results. The planning stage involves the development of a character set that is excavated, crystallized, and formulated using a variety of sources, including (1) philosophical considerations such as Pancasila, the 1945 Constitution, and Law No. 20 of 2003, as well as the statutory provisions thereof; (2) theoretical: theories about the brain, psychology, education, values and morals, and sociocultural; and (3) empirical: in the form of experiences and best practices such as figures, superior formal and linguistic skills, and superior oral communication skills

   d. Strengthening

   Strengthening as a response to character education must be done over a long period of time and on a consistent basis. The process of reinforcement begins with the immediate environment and progresses to the larger environment. Reinforcement, in addition to learning and modeling, is an important part of the intervention process. In addition, reinforcement can occur during the habituation process. This will eventually result in the formation of a character, which will be integrated into each individual's personality through a process of internalization and personalization.

   Formal and non-formal education units that touch and evoke character can all benefit from reinforcement in a variety of ways, including structuring the learning environment. A variety of awards should be given to formal and non-formal education units, educators, education staff, or students in order to further strengthen the encouragement, invitation, and motivation for character development among those involved.

e. Evaluation

Essentially, an evaluation of character education can be conducted on the performance of educators, teaching staff, education staff, and students, among other factors. Work results, work commitment, contribution to work success, willingness to carry out tasks from the leadership are all indicators of an educator's performance. These indicators include: 1) work results, 2) work commitment, 3) working relationship, and 4) ability to direct and inspire others. Portfolios and diaries of educators and education personnel that document their activities in the area of character education can be found online. Compiling portfolios or diaries can be done in accordance with the values that have been developed, which are as follows: honest, responsible, intelligent, creative, clean, healthy, caring, and cooperative. Direct supervisors or supervisors can make observations based on these values to determine whether or not they have implemented them. In addition to assessments for educators and education staff, assessments of students' attainment of cultural and character values can be made using a variety of indicators to determine their progress. Every time an educator is in a class or in a formal or non-formal education unit, he or she is assessing students.

5. Role-model (*Keteladanan*) as Method

Character education is comprised of three stages of activities: instilling knowledge about character, instilling feelings about character, and instilling actions that are consistent with character (Novita, 2015). The three stages of these activities demonstrate that character education is essentially the same as other types of education, in that it must touch on the three domains of the human psyche, which are the cognitive, affective, and psychomotor domains (Park & Peterson, 2006) and the three domains of the psychomotor domains (Peterson, 2006).

Exemplary behavior is required in every educational environment, including the home, school, and community, in order to achieve success in character education. Character education must take place in the home environment, where role models are required. The success of students in the process of taking ownership of knowledge about character, feelings about character, and actions that reflect character is determined by the example set by their families. The lack of knowledge of manners by parents will be passed down through generations, resulting in a generation of children who lack etiquette. Those who do not understand the significance of politeness tend to be indifferent to their children, allowing them to engage in impolite behavior and raising their children who do not understand the significance of good manners in their own lives.

In order for the child to always see his parents' disrespectful behavior, parents who do not have impolite behavior will demonstrate their impoliteness in front of him, and eventually the child will imitate the impolite behavior that his parents always exhibit. As previously stated, low parental example in these three areas is believed to be the root cause of children who have low character knowledge, character feelings, and character actions (Novita, 2015).

Generally, girls are better at impersonating than boys (Novita, 2015). Parents' examples will be more effective in character education for girls than for boys, as a result of the gender difference in their children. Furthermore, because character development in boys is important. When it comes to instilling character in boys, the implication is that it is not enough for parents to rely solely on the exemplary method; instead, parents must use a variety of educational methods (Lee, Chang, Choi, Kim, & Zeidler, 2012). This does not rule out the use of other educational methods, such as exemplary behavior, in the context of character education for daughters. It is imitation that is at the heart of exemplary behavior, specifically the process of imitating students towards educators, the process of imitating what children do to adults, the process of imitating what children do to their parents, the process of imitating students against their teachers, and the process of imitating what members of the community do to leaders in their communities. The fact that there is a process of imitation in exemplary (Suhono & Utama, 2017).

The presence of an imitation process in the exemplary method results in exemplary functioning as a conservative method, that is, as a method that preserves. Those parents who model exemplary behavior in the form of commendable behavior for their children can be assured that the commendable behavior will continue to exist and exist with the child in its original form. Additionally, if someone sets an example for his grandson in the form of commendable behavior, that commendable behavior will be sustainable and will continue to exist with his grandson in the exact same form. Specifically, if the commendable behavior is manifested in the form of an attitude of respect for others, then the imitating individual will retain that attitude indefinitely. Because of this, everything, including speech and deed, is preserved in the exemplary manner.

A conscious or unconscious process of imitation can take place when using the exemplary method. Impersonation occurs both consciously and unconsciously during the exemplary process. When someone imitates something without realizing it, they are said to be practicing unconscious imitation. This is because the person who imitates is unaware that he is imitating something that he constantly admires, sees, hears, and feels (Suhono & Utama, 2017). In cases where what is imitated does not require the imitator to repeat what is said or done, unconscious imitation occurs. Unintentional imitation can be seen in students who see their teacher always looking neat, and then unconsciously mimic the neat appearance that the teacher exhibits. The students are expected to maintain a professional appearance, even though the teacher does not direct them to do so.

Intentional imitation is defined as imitation that is accompanied by knowledge and feelings about the significance of something that is being imitated or the benefits of something that is being imitated in the imitator, as opposed to accidental imitation. Students who already know that a character is important and useful in life will purposefully imitate that character from the educator. This is a common occurrence in the educational setting. The character of the educator will be imitated consciously and deliberately by students who have already realized how important it is to have a strong character. Or to put it another way, intentional imitation in exemplary situations can occur if imitators, in this case students, already have character knowledge (character knowing) and character feelings (character emotions) (Narvaez & Lapsley, 2008).

Character knowledge can be developed in students through formal learning in schools, specifically learning that is related to character, such as that found in Citizenship Education learning. Students can learn about the advantages and significance of adopting national characters and incorporating them into their personal identities as a result of this learning.

Character knowledge can be developed in students through informal advice given in the family and community environment, as well as through school. Advice is a verbal educational method in which educators provide direction to students. For example, parents giving advice to their children or teachers giving advice to students are examples of this method of instruction. Students become aware of and will feel the importance of having good character as a result of receiving guidance.

Because exemplary behavior is based on imitation, its outcome is the concept of "the same as," which means that the imitator is identical to the imitated; thus, good behavior in students is the same as good behavior in the teacher; polite speech in students is the same as polite speech in the teacher; good behavior in a child is the same as good behavior in his parents; the soft words of a child are the same as the gentle words spoken by their parents Thus, students are reflections of their teachers; the character of a learner is reflective of the character of his or her teacher (Narvaez & Lapsley, 2008).

A role-model (*keteladanan*) or an exemplary, as a method of character education, can be used to identify the factors that influence a person's good or bad character, depending on the situation (Banks, 2009). As an example, if students do not exhibit the characteristic of caring for the environment, it can be determined that one of the reasons for this is that the teacher, as an educator, does not exhibit this characteristic as well. If a child does not have the character of working hard, it can be determined that one of the reasons for this is that his or her parents do not have this character. Similarly, if an individual does not have the character of peace-

loving, it can be determined that the educators in the three educational centers (family, schools, and society) do not also have this character.

The following are the eighteen characteristics that must be instilled by educators into students in Indonesia, from religious honest to tolerant to disciplined to hardworking to creative to independent to democratic to curious to national spirit, love for the homeland, respect for achievement, communicative, love peace, love to read, concern for the environment, concern for social, and responsibility (Hendriana & Jacobus, 2016). It is necessary for educators, including teachers, parents, and members of the community, to have these characters in order to use them in character education. These characters should then be displayed in front of students. Teachers who are religious must be able to provide religious character education to students, for example, and their religiosity must be displayed constantly throughout their daily lives, including in front of the students. As a result, exemplary character education can only be implemented by educators who themselves have good character. As previously stated, educators are responsible for ensuring that the characters are presented in a comprehensive manner. Thus, educators must be able to portray the characters they hope students will develop while working within a variety of educational environments.culcate in students This can only be accomplished by educators who have already internalized the characters to the point where the characters have become a part of their own personalities. This implies that an educator must serve as a role model wherever and whenever possible (Hidayat, 2015).

With the use of the exemplary method, it is believed that the family environment has great potential as an educational environment (Raharjo, 2017). The first and most important source of inspiration is one's family. As a source of exemplary behavior, the first is because the child was the first to receive an example in the environment, which was provided by both of his parents. Because the family is at the heart of the social environment, it serves as the primary source of exemplary behavior.

In addition to serving as a source of inspiration, the family is the primary environment in which the consequences of exemplary behavior are felt, particularly in the context of character education. If both parents set a good example, they will be the first to notice their child's positive character traits when they are young (Raharjo, 2017). If both parents set a poor example, they will be the first to notice their child's negative character traits, and this will be the case for the rest of their lives.

In both the school and community environment, the success of character education will be determined by the role of exemplary parents in the parent environment of their children. For this reason, schools and parents must collaborate in order to ensure that students receive a solid foundation in character education (Saripah, 2016). It will be difficult to achieve the best possible results in character education without the cooperation of all parties involved.

Parents must be educated in order to create a family environment that meets these requirements. A high level of formal and informal education is required for parents in order for them to understand the importance of character education in their children. Hopefully, with this understanding, both parents will be able to implement character education in their children's lives.

Because many parents (both fathers and mothers) are more preoccupied with their work and careers than they are with their children at home, it appears to be difficult to maximize the role of parents in character education in the family environment in today's society. Even though exemplary behavior is obtained through intensive interaction between parents and children, getting the most out of parents in character education in the home appears to be difficult.

In order to accommodate their hectic schedules, as previously stated, many parents hire baby sitters to care for their children at home, who are still toddlers or in the early elementary school years. Parenting without a nanny or baby sitter is also an option for some parents whose children are already of school age. As a result, their children are frequently out of the house after school without parental supervision; whether he hangs out with good friends who are conducive to character education or, conversely, whether he hangs out with friends who behave badly.

It is necessary for parents to hand over child care to a babysitter in order to avoid this situation; however, the babysitter must be carefully chosen. Parents must choose a baby sitter who is physically healthy in order to prevent the disease from being transmitted to their children. Parents should also choose a baby sitter who is knowledgeable about their children's health and nutrition so that they are able to provide their children with nutritious and delicious meals on time. Parents must hire baby sitters who always use soft and polite language so that children can learn to imitate them and thus use soft and polite language themselves as well. Families should also look for an excellent baby sitter who will serve as a positive role model for their children, in turn helping them to develop positive character traits of their own. If the parent does not hire a nanny or babysitter because the child is not classified as a toddler or early childhood, it is preferable for the parent to develop strategies to monitor their children's interactions so that they can know what their children are doing throughout the day; whether the child does good or bad work; and with whom the child spends the entire day; whether to hang out with friends who have good character or whether to hang out with friends who have bad character., Although this makes sense given that supervision is one of the methods of education along with the likes of exemplary behavior, advice from others, rewards, and penalties.

Character education is extremely important in the school environment, and it should be supported by teachers. Teachers play an important role in character education in schools by serving as role models for students (Das, 2018). The presence of such exemplary figures, who serve as role models in a variety of aspects, including cognitive, affective, and psychomotor development, will determine whether character education in schools is successful or unsuccessful. Teachers must have in-depth knowledge that they can demonstrate in front of students, and they must also have a noble attitude that they can demonstrate in front of students in the cognitive and affective aspects of teaching. Teachers must master skills to a high level and demonstrate them in front of students in order to be successful in the psychomotor aspect. In order for students to see, hear, and imitate cognitive, affective, and psychomotor skills mastery and appearance are critical components of the instructional process.

The most inspiring figures in schools are not only teachers who are also educators, but also all other members of the education staff. If the school still does not have staff members such as school operators and librarians, as was the case at the Elementary School (SD)/Madrasah Ibtidaiyah (MI) level in the 1990s, the teacher may be the only role model in the school. For students to see themselves as role models in school, not only teachers but also other members of the school staff can serve as models if the school organization is managed with adequate staffing so that it includes school operators, librarians and other members of the school staff. All of these elements, including teachers and other members of the education staff, must possess and demonstrate exemplary behavior in front of students.

However, it should be noted that the teacher continues to be the true central figure of exemplary behavior in educational settings (Rodin, 2013). This is understandable because the teacher is the person who communicates and interacts with students the most frequently and intensively. When compared to other school members, the teacher is the one who interacts with students for the longest period of time; therefore, it is logical that the influence of his example is greater than the influence of the example of other school members while at school.

Formal education in schools has had the disadvantage of being overly focused on achieving and fulfilling cognitive aspects, while the development of soft skills, which is the primary component of character education, has received insufficient attention thus far. There are examples of this in the learning process, which places a strong emphasis on results in the form of cognitive aspects achieved, and even in the fact that cognitive aspects are the only factors influencing students' graduation from educational institutions (Judiani, 2010). Because of the implementation of the Education Unit Level Curriculum, this situation has been rectified by no longer using the National Examination score to determine graduation, but instead determining student graduation based on the moral aspect of the students (KTSP).

The situation was further improved after the implementation of the 2013 Curriculum, which gave students a larger portion of the responsibility for actively developing cognitive, affective, and psychomotor skills in learning, with the teacher only serving as a facilitator. There is a scientific approach in the 2013 curriculum that requires students to be independent, work hard, love to read, and ask questions in order to gain knowledge, attitudes, and skills.

In schools, the exemplary method can be used in character education not only in the subjects of Islamic Religious Education and Citizenship Education, but it can also be integrated into all learning, including Islamic Religious Education learning, Citizenship Education learning, and learning of other visible subjects. However, the subjects do not have character content (Zubaedi, 2012), such as history subjects, which can be "infiltrated" with character education by teachers beginning with the stage of preparing the Learning Implementation Plan (RPP) with various components such as objectives, materials, media, and methods, learning implementation, and assessment of learning outcomes (Hasan, 2012).

The requirement to instill character education through exemplary methods in every subject demonstrates that every teacher, both subject teachers whose nomenclature has character content and subject teachers whose nomenclature does not have character content, must have personality competencies; every teacher must set an example.

Furthermore, the requirement to instill character education through exemplary methods into every subject in an integrated manner demonstrates that the obligation to educate character is the obligation of every teacher, regardless of the types of subjects he or she is capable of teaching at school. This is understandable because character education is a type of education that necessitates the cooperation of multiple parties, and success in this type of education is difficult to achieve.

Exemplary as a method of character education must be demonstrated not only by educators in the family, school, and community setting, but also by peers and the media (Wening, 2012).

As a result, the environment is no longer limited to families, schools, and communities, which are commonly referred to as tri education centers, but is much broader. The presence of this expansion of the educational environment is a result of the influence of scientific and technological advancements on educational outcomes. The mass media did not exist in the past, and even if they did in the future, their development would have little impact on educational outcomes.

The social environment with peers is another environment that influences the development of one's character. The presence of peers as a social environment that influences the formation of one's character has an impact on a child's ability to choose friends with whom to hang out. Furthermore, this has an impact on parents' ability to closely monitor their children's daily interactions with their peers, so that parents do not miss out on allowing their children to hang out with peers who have bad character.

The presence of peers as a social environment that influences character education suggests that the imitation process is carried out not only by children against older people, but also by children against their peers their own age. In other words, a friend can be a role model for a child, and his or her influence is equal to or greater than that of parents or teachers.

Character education entails not only teaching students about character, but also instilling that character in them so that it becomes an inseparable part of their personality. If only the knowledge aspect (character knowledge) is instilled in students, only one-third of their psychological realm is filled, because the other two parts, namely character feelings and character actions, are not instilled. If educators only instill character knowledge and feelings in students, only two-thirds of the entire psychological realm of students is filled, while another part, namely character actions, is not implanted. Students' entire psychological realm will only be fully filled if character knowledge, feelings, and actions are fully implanted in them (Rodin, 2013).

Examples of exemplary behavior can be demonstrated not only by people who are physically present, but can also be provided by people who are no longer physically present in the world (Chaerulsyah, 2014). Examples of exemplary behavior include the Prophet Muhammad's example, the example of his companions,

the example of Allah's guardians, the example of those who are pious, and exemplary heroes of Indonesian freedom fighters. With the assistance of educators, their example can be brought back to life and presented to students using the story and advice method.

Exemplary performance necessitates the use of alternative educational methods. The story method, for example, can be used to sharpen exemplary examples. The story method can be used in conjunction with the example method, particularly when the example is of a deceased person. As an alternative to the narrative method, an advice-based approach can be used in conjunction with the exemplary method in situations where it is anticipated that students will be unable to comprehend the form of exemplary provided by the educator.

The exemplary method, which states that character education learning strategies in schools can be carried out in four ways, namely: modeling, learning (instruction), reinforcing, and habituating, is in need of being supplemented by other educational methods (Sudrajat, 2011).

Other educational methods are required to complement the exemplary method in character education, which demonstrates that character education is a difficult process that cannot be accomplished solely through the use of one educational method, but rather requires the use of a variety of educational methods. In character education, a bad character is compared to a very formidable adversary who must be surrounded from all four directions in order to be rendered ineffective. In order to achieve success in character education, approaches and strategies must be employed in the form of complete educational methods.

CONCLUSION

Based on the above description, several things can be understood and concluded, including the fact that exemplary can be used as the primary method in character education, though its application necessitates the use of other educational methods. Furthermore, educators must demonstrate exemplary behavior as a method of character education in every educational environment, including the family, school, community, peers, and the mass media. Because character education touches on these three aspects, namely character knowing (character knowledge), character feeling, and character action. Thus, a role-model (*keteladanan*) or an exemplary must also be demonstrated comprehensively covering cognitive, affective, and psychomotor aspects (character actions).

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