

Inculcation Method of Character Education Based on Personality Types Classification in Realizing Indonesia Golden Generation

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ABSTRACT

"The rise of Indonesia Golden Generation" is the theme of National Education Day in 2012, In an effort to create a golden generation; education must be interpreted as a complex problem, in particular the cultivation of character education that was originally using indoctrination method. Given the shifting of the changing times, indoctrination methods are imprecise because young people today would not accept the doctrine of no logic that can be digested. Regarding the condition, this research has to find a method that more focus on thinking process which can be accepted by learners. The method used is the inculcation method. The inculcation method will be approached through different personality types that are classified based on the type of personality by David Keirse. Using exploratory qualitative approach for curricular activities and natural activities for extra-curricular activities, the research obtained the character education inculcation method that more personal, so this will be more striking for self learner, as it is based on the profile of each individual's cognitive (thinking) process on the personality type. The development of this research is the creation of a character education learning model with inculcation method based on classification of personality type.

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1. INTRODUCTION

In the commemoration of National Education Day in 2012, the Ministry of Education and Culture chose "The Rise of Indonesia Golden Generation" as the theme, by harmonizing this with the big plan to present Golden Generation in the 100th Memorial of Republic of Indonesia Independence Day. According to the Minister of Education and Culture [1] during his welcome speech in the commemoration of National Education Day in 2012, this thought is based on the nature of education that has been stressed by the Father of Indonesian Education, Ki Hajar Dewantara. Besides, on the same time, the Minister of Education and Culture explained that the thought is also based on the consciousness that, during the period from 2010 to 2035 the Indonesians are granted the potential of human resources in the form of productive-aged population which is the biggest one, compared to children-aged group and elderly-aged group. If this potential is managed and utilized properly, it can be a demographic dividend.

In order to prepare the shaping process of Golden Generation, massive investment must be done for the development of human resource. Certainly, it can be done by providing a wide access for all children of the nation to enter the education system since the early childhood education until higher education. This action has to be followed by quality improvement of education since education is the best synthetic social system to improve wealthy, prestige and dignity.

One of the aspects, which are thought to be important to the improvement of education's quality, is character education. Today's character education is valued as one of strategic attempts to shape Golden Generation of Indonesia. This opinion is based on the fact that when the Indonesians disregard education and character building of the nation, the result will be there is no determination and self-motivation inside every child of the nation.

In fact, it has to be honestly admitted that the condition of this nation tends to the actions showing disrespectful behavior and unappreciative attitude to the nation's culture. Some of them can be noticed from: the vanishing of unifying and cooperating attitude in the Indonesians' lives; the existence of anarchic behaviors and dishonesty which are emerging in both government structure and education field. An example of anarchic behaviors and dishonesty in government structure is the misuse of authority by government officials which impacts on the increase of corruption almost in all government institutions. Other examples of the same behaviors in education field are brawl, plagiarism and mass cheating.

In order to attain Indonesian Golden Generation according to the aspiration of Ki Hajar Dewantara, which is to grow manners, mind and body of the students in an integrated form, a form of endeavor is sought to give character inculcation to the Indonesian young generation in accordance with their development on the way of thinking.

The way of thinking that each learner's is different [2]. These differences fit the differences of personality types which are grouped based on classification [3]. Using this conclusion, a method of inculcation can be made for inculcating character education into learners. This method is conducted by inculcating through the understanding of thinking process based on personality types. By referring to the problem background, the main points that will be discussed in this conceptual-study paper are outlined as follow.

- i. Approach to inculcation of character education
- ii. Attributes of character education for the students in Information Systems program
- iii. Classification of personality types

2. THE COMPREHENSIVE THEORITICAL BASIS

2.1. Inculcation Method of Character Education

Nowadays, young generations have certainly demonstrated a lot of differences compared to earlier generation. The nation's successors are growing in independent nature, advanced technology and life's easiness. These conditions often cause the successors to become complacent about their moralities. Education approach, which was thought to be effective, is no longer suitable for developing today's generation and the following generation. In the prior generation, inculcation of education by using indoctrinating approach was thought to be proper for keeping the young generation off improper behaviors, in both social and religious aspects. Today's young generation would not be willing to accept doctrine without any logical explanation they could take in. Critical thinking is united with their personalities.

As substitution to the indoctrinating approach, it is required a character education approach that allows the learners to be able to make decisions independently in selecting the offered values. Ideally, today's character education cannot take place by using singular strategy. But, it needs multiple approaches which often called as comprehensive approaches by Kirschenbaum. That comprehensive term, which is used in character education, includes various aspects [4]. First, the content must be comprehensive, including all problems related to selection of personal values and expanded to general questions of ethics. Second, the method has to be comprehensive. This includes: inculcating values; providing role-model; and, preparing young generation to be independent by teaching and facilitating responsible moral decision-making and life skills (*soft skills*). Third, character education should take place in overall education processes in classrooms, in extracurricular activities, in guidance and counseling processes, in awarding ceremonies, and in all living aspects. Fourth, character education should occur with the support of society, parents, religious leaders, justice-enforcement officers, and societal organizations. All parties are required to take part in character education. Consistency of all parties in conducting character education influences young generation.

The method of character inculcation has the characteristics [4], including: (1) to communicate trust and its underlying reasons, (2) to treat others fairly, (3) to respect others' viewpoint, (4) to express doubts or untrustworthiness followed by reasons and respects, (5) not to fully control the environment for improving the possibility of delivering the values and preventing from delivering unexpected values, (6) to create social and emotional experiences about the expected values, not in an extreme way, (7) to make rules, to reward and to provide consequences with reasons, (8) to keep the communication open to the parties who disagree (opposing parties), (9) to give freedom to different behaviors, if these behaviors have reached unacceptable degree, then they shall be directed for giving the chances to change.

That character approach must not use indoctrination method [4], which has opposite characteristics to inculcation as previously explained. She adds that the objective of character education has to involve three areas: intellection/reasoning, feelings and behaviors. In order to accomplish the objective of character education in the form of good behaviors, learners must have had thinking/reasoning ability to tackle the values/moralities to the extent in which they can make decisions independently on selecting what action should be taken.

2.2. Attributes of Character Education for Information Systems Students

According to "Guidance in Honorable Characters Incultation" pocket book [5], it is stressed that the real and essential understanding of character is behavior. Character also involves the attitudes reflected by behaviors. In addition to this, characters' attitudes and behaviors cover five areas: (i) attitudes and behaviors in the relations with God, (ii) attitudes and behaviors in the relations with one's self, (iii) attitudes and behaviors in the relations with family, (iv) attitudes and behaviors in the relations with society and nation, and (v) attitudes and behaviors in the relations with surroundings.

These areas, which are covered by attitudes and behaviors, are explained further into the specific values of character. In this research, these values are called as attributes of character education. Then, they are fitted into attributes of character education which have belonged to one of higher education that has Information Systems program. By doing so, the selected attributes of character education based on those five areas can be structured as follow.

Table 1. Attributes of Character Education based on the Scope of Attitudes and Behaviors

Scope of Attitudes and Behaviors	Attribute of Character Education
Attitudes and Behaviors in the relations with God	<i>Close to God</i>
Attitudes and Behaviors in the relations with the personal in one's self	<i>Never Give Up</i> <i>Never Complain</i> <i>Eager Learner</i>
Attitudes and Behaviors in the relations with family	<i>Be Happy</i> <i>Never Complain</i>
Attitudes and Behaviors in the relations with society and nation	<i>Motivator</i> <i>Be Happy</i>
Attitudes and Behaviors in the relations with surroundings	<i>Motivator</i> <i>Never Complain</i> <i>Close to God</i>

The meaning of each attribute of character education can be explained as follow:

i. *Close to God*

The essence of this attribute of character education is strengthening the students' faith-based and piety-based values. It happens by reminding again that in this world only God who can make impossible things become possible ones. If an individual want to stay close to his/her Creator, he/she will certainly do what are good and will stay away something that must be avoided. By doing this, the students are expected to be able to imitate God's characteristics.

ii. *Eager Learner*

Second value contains a guidance to be a person who is always humble (*be humble*) and is always eager to learn, because the sky is the limit. As the candidates for the nation's leaders, the students should realize that, as human, they are imperfect creatures. As a metaphor, the participating students are invited to remember and to look at a glass for a while. When we pour water to the glass full of water, what will happen? The water will be spilt out of the glass. This illustrates similar thing on us. If someone wants to gain knowledge or new experiences in life, he/she has to try to be an empty glass. The bigger hope is should you not be a mere glass, but be a barrel which is bigger than a glass. Be a (water) spring for your neighbors. Students are expected to ask themselves if they have emptied their glasses or even tried to expand them.

iii. *Never Give Up*

The essence of the third value gives strength to the students not to give up easily. The students are asked if they have heard the story of the light bulb inventor. Thomas Alfa Edison, the light bulb inventor, had had 9.998 failures before he succeed. Self-reflection should be done by imagining: if Thomas Alfa Edison had had given up on the 9.997th experiment, the world would, indeed, have been so dark in the night now and in the future. Learning from this story, the students are expected to always present their best and not to give up easily to the situation.

iv. *Never Complain*

As leaders, we are not allowed to complain in everything. This is taught by the fourth spirit. Complaining, indeed, is not something that can solve a problem. To complain is not a way to solve a problem. Yet, it can cause an opposite effect, which is none other than the atmosphere getting worsened.

v. *Motivator*

As candidates of the nation's leaders in the future, students must have the ability to be motivators or pioneer for the people in their surrounding society, to become the source of energy for an organization, or at least to become helpful for others like a generator. In the end, the fifth provides a trigger for the students to make others happy or successful because of us. It can bring satisfaction for us; a priceless satisfaction. We should avoid selfishness. Also, we should always bear in mind that the smarter and the richer we are, but if we just do it for ourselves, that would be meaningless. *Karma*, which we often hear, says that the more we sow the more we harvest (depends on what our seeds are, good seeds or evil seeds). Then, be a motivator.

vi. *Be Happy*

Content of the last value from the spirit of the winner says that this life is dynamic. Students are expected to live happily and with smile because happiness is the most effective medicine for any kind of diseases, including the worst one (heartbroken). By smiling and cheer up our mood, passion and new energy will rise to make this world more beautiful. Students are asked to imagine: if they were asked to lead a meeting angrily, supported by a burning and tensed atmosphere. It can be assured that the meeting participants would feel uncomfortable and would not enjoy the meeting. Additionally, the meeting result would not be as good as possible. So, we should live our lives by being happy.

2.3. Classification of Personality Types

In the world of education, differences in behaviors and characters are so visible to the individuals who have roles inside the scope. A teacher has some differences with other teachers in the method of teaching, way of thinking, as well as method of assessing the learners. Among the learners themselves, it is obviously noticed these differences. However, in that kind of condition, learning and teaching processes have to take place. Despite a lot of differences exist, teachers and learners should be able to unite these differences without eliminating their real characteristics, in order to build conducive atmosphere for learning and teaching processes. How can this unification for succeeding learning and teaching processes happen? One way is by understanding differences of each individual, either as teachers or as learners.

These behavioral differences are often called, by the psychologists, as Personalities. Personality is interpreted as explanatory description of behaviors without providing values. David Keirsey (Keirsey, 1998), a psychology professor from California State University, classifies personalities into four groups, namely: Guardian, Artisan, Rational, and Idealist. This classification is based on: how someone gains his energy (Extrovert or Introvert); how someone takes in information (Sensing or Intuitive); how someone makes a decision (Thinking or Feeling); and how his life-base's style is like (Judging or Perceiving).

Every personality type, indeed, has general characteristics which have to be understood by each teacher. There are differences in the way of thinking between the personality types [2]. In understanding a problem, as an initial step, the Rational type would do it by following the sequence of sentences in the problem statement, taking in the sentence's summary, then symbolizing the summary. Meanwhile, Idealist type would do it by following the sequence of sentences in the problem statement, supported by an illustration of becoming an actor in the problem, without being symbolized. Artisan type, initially, want to know the question. Finally, the Guardian type, understand the problem by following the sentences' sequence, then taking the sentences' meaning and highlighting the important parts. To sum up, according to the use of a specific procedure of problem solving, it can be known that each personality has different profile of thinking process.

These differences in the thinking process will be used for convincing attributes of character education by using the method of inculcation.

2.4. Method of Character Education Inculcation based on Classification of Personality Types for Students in Information Systems Program.

Ideally, Character Education must be conducted comprehensively, by looking into the content as well as the method. An inculcation method based [4] on classification of personality types is proposed for the Information Systems students. This proposal covers the learning topics in co-curricular and extracurricular as well as in curricular areas by using the standard of the first and second aspects, which are comprehensive in content and method. These aspects are used because both of them will ensoul and influence overall learning process. Other aspects adjust to the first and second aspect. Each inculcation model of character education is

explained by fitting them into each personality type. Also, these models will be applied to learning topics coverage in co-curricular and extracurricular as well as curricular areas.

Co-curricular and extracurricular areas

Many opinions say that inculcation of character education in the nature will be more effective to do because the nature will provide the real experiences which can be encountered directly. Every form of events which are experienced by the training participants in the open-air will be kept in mind and will be unforgettable experiences. In order to meet the target, it is certainly required some stages. Regarding the effective learning process in open-air, elaborates stages in training, including: (a) stage of experience shaping (*experience*), (b) stage of reflection (*reflect*), (c) stage of concept forming (*form concept*), and (d) stage of concept testing (*test concept*) [6].

Model of character development will be conducted through outdoor training. Consequently, the concept which has been previously explained is used in the training. The students get experiences that are encountered directly after put into practice and tried the prepared games. In this outdoor training, the participants are asked to explain the experiences gained from the activities they have done. An instructor will convince the participants so that they are willing to share their experiences of what they feel about the activities they have done. The stage of concept forming is executed when the participants elaborate the meaning of an action which is contained in the games or other activities they have done. The fourth stage, which is concept testing, are gained from reflecting the results that have been obtained and experienced, then relating them to surroundings' situation, in both university environment and society.

Activities in this outdoor training are encountered through some game models and general reflection as well as the value of lives contained inside these activities. There are four games and general activities that can be done in group. These activities are described in Table 2.

Table 2. Game Activities and Reflection

Activities	Execution Mechanism
Game 1: Breaking through the Impossibilities	In the game of breaking through the impossibilities, participants are expected to be able to absorb personal abilities' values and to have high self-confidence. This game is designed for participants so that they can go through a tunnel which made from ropes and wire/bamboo construction. At the bottom part of the tunnel, watered soil has been prepared. Focus of this activity is to strengthen these values: <i>never give up, never complain, eager learner, motivator</i> .
Game 2: Above-average target	Next, the game is continued with being pioneer. In this game, every team member has to contribute to the team by giving up all his/her belongings. Each team must compete to construct those contributions to be a team with the most contribution from its members. Focus of this activity is to strengthen these values: <i>eager learner, motivator, never complain</i>
Game 3: Trust	The following game is <i>waterfall</i> , which is designed using four-sided construction. Each team has to compete by coordinating its members strictly to pull a pail of water. This game requires effective communication among team members. If they cannot communicate effectively, they will fail to pull the pail of water and the pail will hurt a team member who is below it. Focus of this activity is to strengthen these values: <i>never complain, be happy, motivator</i>
Game 4: Leadership	Next game is <i>coconut-head</i> in which every team member has to bring a coconut on their heads. The values that are demonstrated in this game are team-work and leadership. Each team member has to be able to work with other member so that they can bring the coconut successfully to the destination. This game is designed like this because all organizations have visions and every element of the organizations must work cooperatively to realize these visions. Focus of this activity is to strengthen these values: <i>eager learner, motivator, never give up, never complain</i>
Reflection: Welcome the Dawn	Next activity is having a trip in nearly dawn. In this activity, all participants have to go along a track (rough terrain). But, in the end, they will see beautiful scenery of the dawn in a mountain. Focus of this activity is to strengthen these values: <i>close to god, never give up, never complain, be happy</i> Next activity is general reflection which will be done so that participants can gain the meaning of overall activities well and can use the activities' values in their daily activity.

The specificity of this character development model is on every stage which is executed based on personality types. The purpose of the technique is to make the model fits into individual's thinking process so that decisions can be made independently in selecting the instilled values.

3. RESEARCH METHOD

In curricular area, before formulating the content on specific subject, it is required to investigate which attributes of character education have been owned by some specific personality types and which of

them have not. The purpose of this action is to make a suitable learning model that can instill the weak attributes of character education as well as to improve other attributes which have been made.

For gaining attributes of character education that will be improved in specific personality type in curricular area, the selected research type which will be used is the *qualitative* and *explorative* one. Qualitative research is selected because both the determination of the students' thinking profile and definition of character education's targeted values have natural background. Also, the main instrument of the research is the researchers themselves. The research has to be *explorative* because the targeted values of character education are going to be explored. Steps of the research, which will be executed, consist of: selecting subject, choosing supporting instrument for the research, composing procedure for data collection, and analyzing data. This research is trying to describe the phenomenon in natural setting. The phenomenon is a situation in which the student with a specific personality type demonstrates attributes of character education from the inside of his/her self, when he/she is given a problem-solving statement. This student's situation will be evaluated based on a viewpoint. That viewpoint is to determine the personality value, which has been decided to be observed.

The produced data is qualitative, in the form of description result about the students' character education attributes based on certain personality type. Data collection is done by giving problems to the research subjects who have been grouped according to certain personality types. Then, the research subjects are free to solve the problems with their own way. While the subjects solving the problems, they have to be kept away from a high-pressure condition. It has to be done that way so that the expected natural situation can be obtained. Researchers record verbal expressions of the research subjects and write down the subjects' behaviors including unique things they do while solving mathematical problems. From the recorded video, it is expected that the values of character education inside the students' can be seen. If there is incomplete data, a clarification has to be conducted by doing a re-interview.

To get attributes of character education which must be developed in each personality type, the main research instrument is the researchers themselves. Not only do researchers act as research organizers, but also the main instruments in data collection. As the main instruments, they cannot be substituted by other instruments. Besides, there is worksheet instrument. The worksheet instrument in this research is mathematical worksheets, which will be given to every research subjects.

In an effort to get the attributes of character education, data analysis process is conducted by following these steps: (1) Transcribing collected verbal (2) Analyzing all available data from varied source including: (video) record, subject's work result, interview, and written observation that has been made from notes taken directly during the observation (3) Reducing data by making abstraction (4) Constructing in units which will be categorized by making coding (5) Analyzing targeted values of character education (6) Analyzing interesting things (7) Coming to conclusion.

Once the conclusion about the attributes of character education in every personality type has been achieved, the next stage is making the learning model in every subject. This stage has to be executed until the expected character education values are implanted in each student through the lectures' syllabi. By doing this, through the lectures' syllabi, not only do the students' hard skills are being developed, but also their soft skills are being sharpened to gain the values of character education. It means that, the first and second aspects, which are content and method, have been done comprehensively.

4. RESULT AND DISCUSSION

The development of character education skills are an important part of a child's academic success [7]. Therefore, character education efforts to be effective when implemented strictly and scientifically-based.

In character education efforts in order to run properly implemented, it would require a careful planning in practice. In this article, planning made involving personality type on each of the students, in order to carry out activities to coincide with the thought process of every type of personality. A student's holistic thinking skill experience and social sensitivity can be achieved through knowing the winner's zeal and being implemented during training process. Outbound training is done by forming group in outbound training; thus, students are expected to make communication between individual; teamwork is really expected to finish many challenges so

that each individual will learn to think logically and systematically every time facing group's challenge in every game. Trying to give critical suggestion to other thought and being creative within group and releasing/controlling negative emotion, having self control, and stress handling become a more positive energy. In social sensitivity training activity, students are asked to think systematically, critically, and empathy on environment situation and an economically unlucky society.

Besides that, the composite summary score of character education criteria is positively correlated with academic indicators a cross years [8]. Thus, it is believed through extra curricular curriculum, which was built through the mental winner, will have a positive impact to academic grades. Therefore planting character education

is given to new students, it is expected that each student will, under going the course, will be completely successful in completing all duties.

In short, activity guidance on each stage for every single personality type can be specified as follows.

Table 3. Activity Guidance on Each Personality Type

Stage	Rational	Idealist	Guardian	Artisan
<i>Experience</i>	- Giving brief explanation of what will be experienced by stressing on the logic strongly. - Providing games which use more problem solving and logical thinking.	- Explaining briefly about the games that are going to be played by stressing strongly on what values that will be obtained. - Providing games that give the participants the possibility to compete with themselves. - Grouping in small-sized team.	Explaining objectives of each game clearly as well as benefits and tasks of the games.	Providing games which are full of competitions and entertainment. And, the games have to give opportunities to the participants to express themselves.
<i>Reflect</i>	- Giving opportunities to this group for thinking deeply in detail. - Group discussion should not be enforced.	- Handing out a paper to each participant for writing their reflections. - Inviting the participants by telling stories about what will happen if the games are conducted more often.	- Giving clear and concrete explanation about what must be reflected from the game the participants have done. Also, discussing the relations of the game to the past and the future. - Setting a condition for reflection by telling stories to other team members.	- Encouraging every team member to demonstrate, to interpret and to tell story to one another. By doing so, they can have self-reflection from the game which has been done. - Giving competition to produce best reflection.
<i>Form concept</i>	By using problem-solving method and experiments, directing this group to be able to develop concept of every existing game and character values expected to be instilled.	- Developing concept for this group can be started by expressing the ideas and values of the problems encountered in reality. - Using papers to write the concepts which are obtained by the participants.	- Letting every team member tell stories of the concept they obtained. Besides, giving clear, accurate and concrete explanation is important to make the concept development inside each team member can be noticed clearly. - Telling benefits of each character instilled in every team member.	- Initially, explaining benefits of mastering the game's concept. - Providing opportunities to each team member to present their findings' concept. - Making a competitive atmosphere.
<i>Test concept</i>	- Letting every team member find the next plan which is an application of the concepts they got previously, by using their strong logical thinking. If possible, let them to add the plan by extracting information from readings, internet, etc. - The results of every team member can be collected and summarized.	- Collecting all ideas of this group's members. Then, adding values to the collection can result a formula for the future plans. - Every idea must be respected and must not be compared to other ideas so that competitions can be avoided. It is because the persons in this group have been competing with themselves.	- Providing clear explanation about the benefits of future plan composition. - Giving every team member an opportunity to express their future plans. In this occasion, other team members are allowed to add ideas to someone's plan that is being told at that moment. - Stressing on every finding that has been derived.	- Initially, giving a clear explanation of what benefits can be obtained from making future plans. - Making a competitive atmosphere. - It will be better if every team member is given an opportunity to present their findings in an entertaining atmosphere so that they can be more efficient in expressing their ideas.

5. CONCLUSION

Regarding the discussion in this conceptual-study journal, some points can be concluded and recommended as follows:

1. According to understanding of thinking process in solving problems, it can be found that each personality type has different attributes of character education. Based on the recognition of attributes in character education inside each personality type, it is known which attributes should be improved on each personality type. Besides, it is also acknowledged which values have to be maintained as these values are thought to be good.

2. Attributes of character education, which are going to be applied, can be fitted into the place in which this method will be executed.
3. The games, that are going to be played, also can be suited for attributes of character education which will be applied.
4. The inculcation method for character education based on classification of personality types is believed can result in improvement on the nation's character, especially on the Indonesian young generation. If this is being done continuously, it is hoped that the Indonesian education world can present Golden Generation on the memorial of the 100th Republic of Indonesia Independence Day.

Recommendation

1. Inculcation method can be applied continuously in other subjects and in High School or in Elementary School, after the classes are grouped based on personality types by David Keirsey.
 2. Complete development of the learning models and instruments is the following activity in the hope of bringing this study to its perfection.
 3. Dissemination of research result to the teachers is a compulsory activity that has to be conducted in the form of Inculcation Method for Character Education Based on PersonalityTypes Workshop. This workshop is mainly for teachers of any subjects in Higher Education and High School as well as Elementary School, and, it is targeted for:
 - a) Participants realize the importance of character education attributes for their students.
 - b) Participants have clear knowledge and understanding of the learning model.
 - c) Participants can design and develop learning instruments in the form of RPP and syllabi that suits the aimed learning model.
 - d) Participants have real experiences of applying their RPP and syllabi in learning simulation.
- Participants can use and evaluate results for improving the next learning processes.

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Dewiyani is a lecturer at STMIK Surabaya. Since study in S3 program, pursue mathematical learning model in order to improve the quality of learning. Realizing the importance of soft skills in the development of a student, the research is designed to complement the learning process.
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