

The Moral Character of Young Adolescents and Their Development Through Values Education in Indonesia

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Abstract

This research aimed to (1) develop dimension of values character building (2) analyze character builder through environmental factors, (3) reveal the effect of value education through environmental factors that could build early adolescents' character.

This study used the *ex-post facto* comparative causal model. The unit analysis is teachers and students. They were given a series of story books that contained value education. The data analysis use correlation, regression, and path analysis. While the comparison analysis of the intervened classes based on the *t-test* analysis.

The research indicate that: (1) the reflective evaluation of the teacher reveals 17 life values, (2) The value education cultivated in family, school, their peers and mass-media tends to be quite good. (3) Environmental factors shall have a significant impact on the character building when the value education of those factors is cultivated concurrently. (4) The students of intervened classes is higher than non-intervened classes.

A. Introduction

Globalization era is signed by the fast changes in almost every aspect of human life. The process of globalization also causes the scope of activities and communication is almost unlimited. This process gives both positive and negative implications. The positive implications include people who can easily move from one place to other places efficiently. They can as well communicate to other people easily and fastly. Other than those positive implications, there are also negative implications. Supermarkets and shopping centres that are mushrooming everywhere, not only in big cities but also in small towns, is only an example of the negative implications. Another example is the advertisements of promoting activities that are unceasing. All of them so much influence the consumers' behavior and purchasing power. A consumer's behavior is determined by his/her environment. An individual will have noble characters if he/she grows in a noble environment. To build an individual with noble characters, there are some efforts to do by all parties, including the family, school, and all surrounding societies.

That is why there is a need to do character building which is based on humanity and moral values among the society, both as an individual and as a group. Strong moral values and standard ethics are needed both by an individual and society. All of these can be done by integrating values in the education process, especially at schools. The integrating values in the education process

should be done through comprehensive, planned, and focused programs so that the society with noble characters will be formed.

Fromm (Zebua, 2001: 2) sees that in this modern era, the society's desirability to consume something has lost connection to the real needs. This opinion shows that excessive buying behavior no longer reflects human's efforts in making the best use of money economically. This inappropriate buying behavior is not only done by adults but also by teenagers.

To break this way, the urgent action to do is attempting the making efficient use of consumers by developing and educating the society or the teenagers. It is very important to grow the society's awareness to be able to manage their money or to have financial intelligence, consumption system, and high position as an actual consumer. This is clearly stated in the laws of consumer protection as the right of a consumer (*Undang-Undang Perlindungan Konsumen Nomor 8 Tahun 1999: Pasal 4*).

A research did by Bannister (Kerka, 1993: 2) shows that consumer education which is a process of learning in managing personal finances and in making decisions is very important to apply in today challenging environment.

The making efficient use of society through consumer education is hoped to be able to push the acculturation of building consumers' good characters. This is in line with the result of Knapp's survey (1991: 3) which found that there is an implicit value in consumer education that ought to grow in students. It is the sense of having self awareness to be responsible for and able to distinguish between requirement and need.

Actually, the Indonesian Education Department has developed a National Character Education program in ten junior high schools in Yogyakarta. The school selection is based on the school criteria located in critical environments considered from the cultural influence and the frequency of visited by people (tourist areas and hotspots). As a matter of fact, the program is only being tested in three junior high schools. Thus, to know the role of school as a character building institution and to support and widen the program, we need to do a deeper analysis.

One of an individual's development stages is the teens. In the series of an individual's development process, a teenager does not have an obvious position. He/she is no longer a child but immature as well (Monks, dkk 2002: 259). Students of junior high school are included in early teenagers. The development of the teens is between twelve and twenty-first years old. It is divided into twelve to fifteen years old for the early teenagers, fifteen to eighteen years old for the middle teenagers, and eighteen to twenty-first years old for the timely teenagers.

The study of the teens becomes very important because that development stage is full of dynamics and flamings. It has also different characteristics compared to the early childhood periode, adolescence, and the second childhood. Based on Papalia's opinion (1998: 12), the early

teens is the time of changes and growths with hormonal process which gives influence on physical changes and performances. Another opinion is given by Fishbein (1978: 7) who states that the teens is signed by the coming of puberty and, coincides with it, there are physical growth and psychological flaming.

Values in human can be seen from his/her behavior or from his/her behaviour yield. The philosophers are more interested in differentiating values, such as differentiating behavior values in the context of means values and end values (Kirschenbum, 1992: 87). Meanwhile, Rokeach (1973: 79) uses the different term to mean the means values as instrumental values and the end values as terminal values.

The values which will be analyzed in this research are the values in moral level, i.e. the values that are close to the area of ethical values (good and bad). These moral values have good and bad qualities which have been manifested in actions as someone's habits. They are being convinced of able to constitute principles and norms which guide life behavior and attitude as a character builder of someone. One's quality is determined by the values which are fully comprehended and used as the guidance of behavior and attitude. One's character is formed by the values which are chosen, devised, and consistently materialized in actions. Education which builds one's character can be devised through values education in family, at school, and in society as an acculturation process.

In Indonesia, consumer education is not specifically banded in the school curriculum. It is, however, hidden in the subjects taught at schools. After a careful reasearh, there found moral values consisted in the consumer education refined from the concepts of consumer education. Those moral values are listed in the following table.

Table 1
Moral Values and Objectives in Consumer Education

Moral Values in Wide Range	Objectives
1. Self awareness	To implant the awareness of buying by differentiating between the need and the requirement of the consumed things.
2. Responsibility	To develop the ability of knowing the social life and of realizing the mutual dependence such as paying the taxes, bills, dues, etc.
3. Economical	To encourage the efficiently use of sources instead of flittering them away, and to apply a simple and economical life by

Moral Values in Wide Range	Objectives
	saving money.
4. Wise	To implant the ability to choose consumption goods and services in the price and quality ranges equal and appropriate to the needs.
5. Have an objective	To develop the great care of money business and of wisely money using by arranging a budgeting account.
6. Carefulness	To implant the ability of seeing and checking goods in consumption behavior.
7. Have an effort to search for information	To develop the ability of gaining information of the needs of choosing and buying.
8. Social tolerance	To develop the ability to get on the ball of any consequences emerged by the consumption pattern to other people, especially to those who are powerless.
9. Sensitive	To develop the perceptive abilities of any changes in the market of consumption behavior.
10. Critical	To develop the ability to get on the ball and to be critical of the prices and qualities of goods and services used.
11. Care	To develop the ability of solidarity by assembling as the consumers to assemble power and influence for the beneficial and the protection of social interest, related to the value of money to the goods and the human value.
12. Fairness	To develop the ability of fighting for the fairness of fellow consumers, especially of those who are powerless to create a fair, rational, and open minded society.
13. Environmentally sound	Environmentally sound is objected to develop the understanding of any effects of consumption actions toward the environment, to save the natural resources, and to conserve the earth for the beneficial of the next generations.
14. Endeavor/productivity	To develop the ability to reuse the second hand goods and to have an attempt to create the goods that are safe, hygienic, and cheap in cost.
15. Appreciating the	To implant the understanding of appreciating the own goods

Moral Values in Wide Range	Objectives
value of money	by taking care of them.
16. Simple	To implant the understanding of living properly and not excessive.
17. Nationalism	To implant the understanding of appreciating, loving, and having national pride upon the goods produced by his/her own country.

The enhancement of consumer's awareness in children can be taught through three subjects embedded in junior high school curriculum, i.e. economics, civics, and skill subject (*PKK*).

The education of values can be done not only at school but also in family and society. These include the peer and mass media. There are many researches about environment and character building. The research which is done by Dewa Made Alit (2003), I Wayan Koyan (2001), Bulach (2002), Hendrix, Luedtke, Barlow (2004), conclude that the social environment gives so much influences on the character building of children of school age.

Based on the above explanation, the formulations of the problem proposed in this analysis are as follow:

1. how to develop the dimension of character shaper;
2. how can the dimension of value education of character shaper be reached towards the environmental factors; and
3. how does the value education as the character shaper give influences through environmental factors.

B. Method of Analysis

This analysis uses a reflective evaluation, by comparing value educations in various periods of time. Thus, it uses the approach of causal comparative ex-post facto. The participants of this research are taken randomly and consist of civics teachers, economics teachers, and *PKK* teachers, as well as their students. All of these teachers are from different junior high schools in Yogyakarta, Indonesia.

In its analysis process, this reflective evaluation includes five activities. Those are (a) extracting the value system, validation, and workshop with the teachers, (b) creating the instruments, making some instruments tests, and writing story books, (c) collecting the data before and after the intervention, (d) developing strategy for the intervention of story books, and (e) analyzing the data collected and making the synthesis and the conclusion.

This analysis uses the instrument in the form of a questionnaire as an instrument to reflect the values learning by students and teachers. Other than that, students are also given a questionnaire about the importance of value system based on their own mind and a questionnaire to reflect the march of the character building.

The teachers' instrument is used to reveal the teachers' reflection on (1) the importance of value system given to the students, (2) the relationship between the dimension of value system and the dimension of character shaper value, (3) the intensity of value system implantation through value education which is integrated in the learning of the three subjects did before the research, (4) the analysis of value education which can be integrated in the syllabus and the identification of value education which is embedded in study books, (5) the analysis of the reflection of value learning through story books, and (6) the analysis of the reflection of character shaper based on the results of teachers' observation.

After completing the instruments, the writer starts to write the story books of value learning for students which contain seventeen value systems. The story books of value learning are written in the form of four series that tell about daily experiences on consumption (consumer education) in which there are value systems in every series. Each series contains four value systems which is used to help students in growing their characters. It is also completed with five questions to know the preference of the appearance of behavior and attitude/action that can show the growth of students' characters when doing the consuming activities in their daily life.

The data analysis technique used in this research is descriptive and inferential statistics. Descriptive statistic is used to answer the research questions while the inferential statistic, i.e. correlation, regression, and path analysis is used to examine the hypothesis.

C. Study Result and Discussion

1. Consumer life values are the character builders.

Life values which comprise seventeen values consisted in consumer education tend to have a relevance to all dimensions of character builder, i.e. the value of self awareness and of responsibility to that of *confidence*; the value of wise and of social tolerance to that of *respect for other people*; the value of responsibility, of appreciating money, and of nationalism to that of *responsibility*; the value of wise and of fairness to that of *fairness*; the value of social tolerance, of great care, and of environmentally sound to that of *great care*; the value of responsibility and of nationalism to that of *citizenship*; the value of responsibility to that of *honesty*; the value of critical to that of *braveness*; the value of self aware, of responsible, of economical, of careful, of productive, and of money appreciative to that of *diligent*; the value of self awareness and of responsibility to that of *totality*.

Thus, it can be concluded that consumer education with its principles is actually acknowledged as a need and has been integrated in school subjects, especially in civics, economics, and *PKK*. This is considered as sufficient because the content of education in junior high school syllabus and curriculum does not give space for a new subject.

2. The achievement of value education through the environmental factors

The value education which is achieved by students through the influence of their family, peers, and mass media are considered well enough. The education of responsible, wise, critical, simple, and money appreciative is commonly achieved by the students through the influence of their family, school, peers, and mass media.

The dimension of students' character builder

- a. The student character building will be materialized if the achievement of value education through the influence of family, school, peer, and mass media is good.
- b. The variable which is most dominant in its effects on the student character building is the variable of value education achieved from the family.
- c. On the contrary, character building will not be materialized if the students' perception on the importance of value education is low and the achievement of value education communally through the influence of the family, school, peer, and mass media is bad.

3. The value education of value system as students' character builder through school curriculum

- a. There are nine dimensions which can be integrated in the learning of civics. Those are the value of self aware, responsible, having an objective, careful, social tolerance, sensitive, care, fair, and simple. In the learning of economics, there are two dimensions of value system. Those are the value of responsible and careful. Meanwhile, there are five dimensions that can be integrated in the learning of *PKK*. Those are the value of self aware, responsible, careful, searching for information, and environmentally sound.
- b. There are two dimensions of value system that can be integrated in the study material of civics. Those are the value of responsible and careful. In the study material of economics, there are six dimensions of value system, i.e. self aware, responsible, having an objective, sensitive, fair, and simple. Meanwhile, in the study material of *PKK*, there are four dimensions of value system. Those are responsibility, carefulness, a will to search for information, and the appreciation of money.
- c. Almost all of teachers (94%) agree the importance of the making students aware of value through integrating value education of value system in school subjects. Seventy-one per cent of teachers state that they have intensively implanted some dimensions of value education by

inserting them in the study materials. Twenty-nine per cent of teachers state that the implantation of values still depends on its correlation with study materials and only few of them are in the curriculum. Meanwhile, seventy per cent of teachers have inserted consumer life values in their subjects, and sixty per cent of teachers have made inspecific scenarios of values learning in composing the learning objectives.

- d. The methods of values learning used are various, i.e. question and answer, discussion, group work, role play, problem solving, simulation, games, sociodrama, and field trip.
- e. In doing the evaluation of values learning, especially the values internalization by students, teachers use behavior observation using check list, doing study cases, and studying the students' ideas written in a diary.
- f. The character building of students who are intervened in the value learning using story books is higher than those who are not.
- g. Based on the teachers' reflection, the behavior appearance in every dimension of value system implanted in story books of value learning is higher owned by female students than male students. The same case happens to the behavior building as well.
- h. The emergence of behavior which still needs more attention is the value of self awareness, carefulness, social tolerance, and critical.

D. Conclusion, Implication, and Suggestion

The conclusions of this analysis are as follow:

1. The teachers' reflective evaluation found seventeen life values which are included in the concept of consumer education and closely related to the dimension of character builder.
2. The students' reflective evaluation explains that (a) value education is considered to be important to have dan (b) value education which is achieved from students' family, school, peers, and mass media tends to be good.
3. The environmental factors give significant influences on character building if the value education of those factors is achieved communally. Partially, family, peer, and mass media give significant influences on students' character building. The score of students' character builder in the classes intervened in story books of value learning is higher than that of not.

The methodological implication of this analysis is, if we want to reveal and to compare the learning material, process, and the education result from various periods of time, we can use a reflective evaluation method. Meanwhile, the theoretical implications of this analysis are: (a) in order to make the meaning of value system does not abstract, it needs a clearly explanation of theoretical definition in the form of behavior in accordance with the respondent's condition, (b)

value is an abstract reality and is felt inside one's self as a stimulus in life. Thus, the learning of value needs to be given as early as possible. It needs to be consciously planned and explicitly managed as well as comprehensively focused in order there is a good character building in the process of learning; and (c) there is a need to make family or parents as functional and active contexts in the value learning so that there will be a conducive environment for children to build their characters.

The implications for school are: First, to effectively upgrade the character education at school, it needs a specially well-planned curriculum by (1) inserting sub sections of activities of the reflection of explaining values in the related learning materials, (2) using story books about value learning outside the classroom and giving special works. Second, to fulfil the curriculum target without forgetting the duty as a teacher, the teachers need to be given some training in designing the contents of learning, the strategy of learning, the form of teaching, and the evaluation in which there are consumer value components.

The implications for the society are: Firstly, to develop the character education, there is a need for parents and policy makers to engage children in youth development organization, both inside and outside school. Secondly, to develop the process of making aware of consumer life values, it needs to increase the interactional quality of children with their parents in various forms and ways of wise consuming behavior. Thirdly, to upgrade the character building through mass media, there needs to (1) increase the access readings that give contribution to the value education, (2) increase the number of cartoon movie and children movie to contribute to the value education, and (3) monitor the mass media to minimize the negative effects on children. Fourthly, the effectivity and the efficiency of mass media in the character building in teenagers can be achieved by creating a conducive and harmonious climate in promoting the life value learning. The promotion of value learning needs to be well packed and use idols to give positive influences in building the teenagers' good character.

To develop the quality of character building in children through education, the writer suggests the followings:

1. to specially plan a curriculum which consists of character education at school. It can be done by giving special works to students such as to read story books about value learning.
2. to develop the process of making aware to the teachers and the headmasters of the importance of the learning of character building. The writer also suggests to increase the teachers' willingness to continually implant the value education by correlating the values structurally to the planned and done learning materials. In this case, the headmasters can take part on monitoring the implantation of value learning.

3. to increase the forms of training to develop the teachers' skill in developing and doing the learning of consumer values. The skill includes the planning of material contents and the learning strategy, the planning of learning scenario, and the making of evaluation. This is in line with the application of *Kurikulum Tingkat Satuan Pendidikan (KTSP)* which gives more chances to teachers to be creative.
4. to use the family, school, peer, and mass media effectively to be able to do the learning of consumer life values; to use the writers of study books to take a role in the implantation of the value learning in students; and to engage children in good and healthy organization groups.
5. Other researchers need to clearly develop the meaning of value system based on students' condition by defining the dimension of value system and the meaning of value system in detail. They also need to explore the other variables to reveal the value education and to do other longer researches to reveal the deeper study result.

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