

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

##### **1. Religious**

As explained earlier, that religion is an obedient attitude and behavior in carrying out the teachings of the religion he adheres to, being tolerant of the implementation of worship of other religions, and living in harmony with adherents of other religions. First, obedience in carrying out religious teachings is the demand of all adherents of any religion on this earth. Every religious believer must believe that the teachings of his religion are the most correct. At the same time, they believe that the teachings of other religions are not true, but must respect different beliefs. Recognition of the diversity of beliefs indicates a sincere appreciation for the development of beliefs and beliefs that trigger the continuation of a harmonious life among religious adherents. For adherents of the teachings of Islam, there is no need to worry

##### **2. Honesty**

in everyday life is seen as a match between spoken words and actions. In another view, honesty is believed to be a match between the outer and the inner. Honesty is the behavior of someone who makes himself a person who can always be trusted in words, actions, and work. WCSO (2014: p.1) discusses honesty and argues that honesty is being

truthful, genuine, sincere, trustworthy, loyal, fair, and upright. In addition, Prospect Point Elementary School (2014: p.1) defines that honesty is telling the truth. As for Rachman and Shofan (2012: 388) define it as the suitability of speech or what is stated with reality or facts, expressed with awareness from the heart.

Based on some of the definitions above, the meaning of honesty contains the following meanings:

- a. The match between the outer and the inner.
- b. Words, actions, and work can be trusted.
- c. Deeds are sincere, sincere, true, loyal, fair, and straight.
- d. Right thoughts, feelings and actions. Something true that is expressed with awareness from the heart.

### **3. Tolerant**

In a multicultural country like Indonesia, a tolerant attitude towards plurality is a must to build a unified whole. In general, tolerance is being fair, objective, and permissive towards people whose opinions, practices, race, religion, nationality, and so on, are different from our own. Tolerance is an attitude that is free from bigotry, accepts and respects differences. Lacewing ( 2014: p.1) writes about tolerance as follows:

Tolerance requires difference We can only tolerate practices, or values, or beliefs of other people when these differ from our own. It doesn't make sense to talk of 'tolerating' what we agree with. In everyday language, we

say someone is tolerant if they are happy to let other people live as they choose—'live and let live'. But we can respond to what is different in a variety of ways. There is tolerance for differences. We can only tolerate the practices, values, or beliefs of others who are different from ours. There is no way we can talk about tolerance when there is an equation. In colloquial terms, we say a person is tolerant if he likes to let others live as he chooses—'live and let live. But we can respond to different things in different ways.

This statement shows that differences are something commonplace and respect for differences is a necessity, God alone created humans with various skin colors, facial expressions, and gender. No two humans in this world are born exactly the same even though both are born twins from the same stomach on almost the same time. This difference shows the plurality of humans who can only live together when mutual respect and respect for differences. Here tolerance is understood as attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from themselves.

#### **4. Discipline**

In simple terms, discipline is an action that shows orderly behavior and obeys various applicable rules and regulations. Discipline is self-control to encourage and direct all power and effort in producing something without anyone asking to do it (Stevenson, 2006). Disciplined

people can make their own rules and apply them in daily activities to get what they want. Disciplined people may be able to enforce the rules without being escorted and controlled by anyone. Within the scope of the school, discipline can be built and developed through activities such as participating in the flag ceremony, dressing in uniform, performing cleaning tasks, submitting assignments on time, coming to school earlier than class hours, doing structured assignments even though they are not checked or have not reached the specified time limit. . All these activities are carried out on the basis of deep awareness and a strong impulse that comes from within. At the tertiary level, discipline can also be developed through polite dressing (not wearing sandals, torn pants, levis, T-shirts, long hair, or outside the provisions of a college), collecting assignments on time, studying at the library regularly. , etc. In short, discipline begins with mastery over one's own mind, if you can't control your mind, you won't be able to control what you do. Thus, self-discipline allows one to think first, then act. Some of the characteristics that symbolize the character of discipline are:

- a. Set goals and do what it takes to achieve them.
- b. Control yourself so that the drive doesn't affect the overall goal.
- c. Describes what will happen if it has reached the goal.
- d. Avoid people who might distract from what you want to achieve.
- e. Establish routines that can help control behavior.

From the various characteristics of a disciplined person as described above, it can be said that a disciplined person is a person who has a clear, consistent life goal to keep doing it, and manifests it in the form of routine activities. Those who are disciplined will not be able to be diverted to other things that are not in line with their ideals and desires.

### **5. Hard Work**

Strong discipline is supported by hard work to achieve the desired goals. Many people are successful not because that person has high intelligence and extraordinary intelligence, but because of a strong will and work hard to make it happen. Hard work in this case is interpreted as behavior that shows a serious effort in overcoming obstacles to learning and assignments, as well as completing tasks as well as possible. This definition sees hard work in relation to students in acquiring and constructing knowledge, attitudes, and skills. In the perspective of Gardner, Csikszentmihalyi, and Damon (2001), hard work is not only completing unfinished tasks, nor busying oneself in various activities that attract attention, but more than that, working hard must be accompanied by good and special work. . It is said to be special because the work produced exceeds the quality of work in general. That is why, working even in very difficult conditions and times is the first part of their writing. The difficult condition referred to here is a condition where time actually no longer provides adequate space (Iowong) to produce a work, but

because of a strong commitment, tireless work, monumental works can be produced in an atmosphere that for most people at generally unable to create.

Hard work certainly yields many benefits, including financial benefits. But for hard workers financial encouragement is not everything to be a target. More than that, they work hard because they are truly driven By feelings of pleasure and love for the work, A writer can produce works that are very valuable to others, artists work hard to achieve the goal of producing high artistic works, dancers work hard to train gentleness of movement and trying to invent new things That may not have been there before, technology developers are working hard in trying to assemble and create Type of technology. They work not only because of financial incentives alone, but hobbies and pleasures that are the main triggers for the birth of new innovations. Some words can be pinned to those who diligently work to produce monumental works, as below:

- Diligent,
- Diligent work (industrial).
- Thorough and careful.
- Attentive at work.
- Energetic or full of enthusiasm for work.
- Crazy or workaholic (workaholic), and so on.

The characteristics of character values and hard work culture can be described as follows:

- a. Always look for the type of work that you like, then do it without being asked or controlled by others.
- b. Appreciate the rewards obtained from the results of his hard work.
- c. Not too maniac work (overwork), just a routine and a habit, but appreciate the time for something else in life.
- d. Happy to work on things that are beneficial to society.
- e. Avoid work that is uninteresting and not useful to many people.

## **6. Creative**

Becoming a creative person is a dream and goal for many people. Everyone always wants to create something new and show others about the novelty. Creative people often create things that other people may not be able to do. That is why creative people always excel at every opportunity when displaying the results of their creativity. In simple terms, creativity is seen as a process of bringing something new into existence. According to Csikszentmihalyi (1997: p. 23), creativity is some sort of mental activity an insight that Occurs inside the heads of some special people. Mental activity, insight that goes on inside the heads of some special people. This definition shows that creativity is nested in the mental realm and ideas owned by certain people who have a specialty. This shows that not everyone can be creative, have new ideas and views, innovative and visionary, but only certain people who are born from an environment

and circumstances that make them have to be creative and innovative. Furthermore, Naiman et al (2014: p.1) write creativity as follows:

Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways, to hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: thinking, then producing. If you have ideas, but don't act on them, you are imaginative but not creative.

This view implies that creativity is the act of turning new and imaginative views into reality. Creativity is characterized by the ability to see the world in new ways, to discover hidden patterns, to make connections between seemingly unrelated phenomena, and to come up with solutions. Creativity involves two processes: thinking, then producing. If you have an idea, but don't do it, you are an imaginative but not creative person.

The same thing was also stated by Semiawan, Transmissia, Indira, and Constructiona (2009: p.p 31-32) who said that creativity is relevant to efforts to overcome problems related to individual tasks. At the community level, creativity is generating new knowledge, new movements in the arts, cultural changes and new social programs in the economic field. This view, in addition to directing creativity at the level of new ideas or views, also directs it to its application to improve the lives of the wider community. Therefore, creativity can be defined as thinking and doing



something to produce new ways or results from something that is already owned.

The ten creative personality traits are very compatible with the personality of creative adults, although they can appear and be dominant in children. Therefore, to measure and develop creative personality in children can be observed using the characteristics below:

- Dare to try something completely new.
- reason about things from multiple perspectives; see from different directions.
- Imagining something would happen if something was the opposite of what you think happened.
- Don't worry too much about whether people will approve of what you make.
- Do things that express feelings or ideas.
- Challenge others to think differently about things.

To build individual creativity, Dyer, Gregerson. and Christensen (2011) provide five skills that must be carried out, namely skills: (1) associating or connecting; (2) ask; (3) observing; (4) networking (networking); and (5) try (experimenting). These five innovation skills are known as the scientific approach in the 2013 curriculum, although the three authors have never given a term that leads to a scientific approach.

## **7. Independent**

Independence must be possessed by everyone, especially students in completing the assigned tasks. An independent person does not depend on others in dealing with various problems, does not run away from responsibility, and tries to find a way out to overcome every problem. Independent (independent) is an attitude and behavior that is not easy to depend on others.

in completing tasks. Independence develops through a learning process that is carried out gradually and repeatedly starting from the initial stage of capacity development to the stage of perfect independence development, Vygotsky in Rajeev (2014) describes four stages of development known as the Zone of Proximal Development (ZPD), where ZPD is the distance between the zone (area) of actual development (current ability) and potential development (actual ability). The four stages are:

- a. Full dependence (complete dependence); lots of help given by other people.
- b, Less dependence; can be done alone, but still requires direction from others.
- c. Automatization (automation); completely do-it-yourself although there are still a few mistakes.
- d. De-automatization (perfect independence); there is a union between body and soul.

Therefore, the characteristics of independence can be broken down into four stages as follows:

- Seek other people (parents, experts, teachers, and peers) to ask for help completing certain tasks.
- Do it yourself through direction and advice from others.
- Do the exercises yourself repeatedly through procedures and completion steps.
- Develop and create other ways to get the job done well.

## **7. Democratic**

Democracy deals with the idea or view that all people should be treated equally. Equality of rights and obligations must be the central point to place something in accordance with its proportion and position. Democratic is an adjective of democracy which is more directed at political and state issues. From a political perspective, democracy is understood as a system of government in which the highest power is in the hands of the people and is exercised by them directly or indirectly through a system of representatives who regularly hold free and secret elections. A democratic attitude must be built through education so that it becomes a tradition and character so that the attitude to treat everyone equally is integrated in every decision making. Thus, what is meant by democracy is a way of thinking, behaving, and acting that evaluates the rights and obligations of himself and others equally.

In the field of education, there are several terms that are commonly used, such as democratic education (democratic education), democratic classrooms (democratic classrooms), democratic approaches to classes, and so on.

### 9. Curiosity

The saying goes, "shame to ask astray on the road." This proverb is very relevant to the character who is curious about various things. Curiosity always leaves curiosity. This curiosity can lead someone to always ask questions and keep worries about something they want to know. That's why they love to explore, learn, and discover new things that have never been discovered before.

Being someone who is always curious is actually not a difficult thing, but you are often faced with a situation of doubt, fear, or maybe you don't feel that it is urgent to know. Keep in mind that curiosity is the basic foundation in the learning process, because it is done through the process of asking and asking questions, seeking new information, collecting facts from several sources, then forming your own opinion. In this case, what is meant by curiosity is an attitude and action that always seeks to know more deeply and broadly from something that is learned, seen, and heard. People who are always curious about something must do the following things:

- a. Asking question.
- b. There is always curiosity.
- c. Dig, trace and investigate.
- d. Interested in various things that have not been found the answer.
- e. Snooping, peeking, and dismantling things That are still hazy.

A thing that makes people curious because seeing something is always interesting If this is boring, people tend to ignore it and never have the desire to explore and pursue it. As for how to develop a feeling of curiosity can be described as follows:

- Don't measure and take anything at face value.
- Ask questions if you don't know something.
- Avoid pretending to know, when in fact you don't understand it well.
- Use a variety of sources to learn; newspapers, books, journals, and sources from the internet.
- Study the background of things, people, and events or events.
- Take the opportunity to communicate with people and ask questions about what they know.

## 10. National Spirit

The spirit of nationalism is a way of thinking, acting, and having insight that places the interests of the nation and state above the interests of themselves and their groups. Putting the public interest above private interests is also the spirit of nationalism. Currently, there is a complete change and shift in values due to the

strong and swift flow of information and communication in all areas of life. However, this shift must be re-directed to the realm of nationality so as not to be lulled and affected by the increasingly uncontrolled pace of technological change. Students must be directed to have a national spirit so that they can love their country so that they can serve the nation and state in addition to serving their religion. To develop the character of the national spirit, students are expected to be able to do the following:

- Thinking about the public interest over individual self-interest.
- Consider whether current rules and values are fair to all ethnic, religious, racial and religious groups in a country.
- Work actively to improve community conditions.
- Listen to the complaints of others to understand the needs of the larger community.
- participate to vote, spark discussion or communication, and take action to make positive change.

## **11. Love the Motherland**

Almost the same as the spirit of nationalism, love for the homeland is a positive attitude to make a positive contribution in building the nation and state. What is meant by love for the homeland is a way of thinking, acting, and acting that shows loyalty, care, and high respect for language, physical, social, cultural, economic and political environment of the nation. Indonesia is a large country that has abundant wealth, has more than 500 ethnic groups who use 600-700

languages, 13,667 islands, 1,000 inhabited islands (Ibrahim, in Yaumi, 2006: p. put forward the values of pluralism so that each ethnic group does not stand as a closed and independent entity, but interacts with each other and is interdependent and influences each other.

Developing the character and cultural values of the nation "love the homeland" is an inseparable part of everyday life. The oath made by a group of youths known as the Youth Pledge on October 28, 1928 is a slogan for how important it is to maintain one homeland; Air Indonesia, one nation; the Indonesian people, speak one language, the Indonesian language. This is important to build this nation into a more advanced nation without having to take personal, group, and group benefits so as to harm the interests of the state and the nation.

Therefore, students as the best sons and daughters of the Indonesian nation must uphold the value of national unity and integrity, study as hard as possible in order to build this nation into an advanced nation, respected, and respected by other nations. Thus, the motto of *Bhinneka Tunggal Ika* must be the main forum in fostering brotherhood among nations. love character The homeland must be instilled in students from an early age so that they can have a great love for the country by following these steps:

- Exploring the noble values of the Indonesian nation to become the basic capital in the development of Indonesian people as a whole.
- Show love for Indonesian culture, ethnicity, religion and language.

- Give the highest appreciation to the struggle of the nation's predecessors (founders) by appreciating and practicing the works and efforts left behind.
- Having concern for economic growth, environmental cleanliness, and maintenance of flora and fauna.
- Actively participate in voting and electing national leaders who are able to bring progress to the nation and state of Indonesia.

## **12. Rewarding Achievements**

Achievement is everyone's dream to get it. Hard work, perseverance, and curiosity as mentioned above are the most potential means to achieve success. There is no reliable success and achievement without maximum effort. This is where it is important to build a commitment to work hard and be consistent with what you want to achieve. We all agree that whoever tries really hard sooner or later will surely get it. Someone who has not succeeded in achieving what they aspire to do not need to feel disappointed, let alone be frustrated by their failure. But the failures achieved must be used as valuable lessons to pursue achievements in the future.

In addition to itu, the success of others must be used as an example to get the same success in the future. Learning from past mistakes, taking lessons from the success of others are two ways to achieve better performance than before. Thus, what is meant by appreciating achievement are attitudes and actions that encourage himself to produce something useful for society, and recognize, and respect the success of others.



The most beautiful pride when we get the best achievements in life. But that pride doesn't have to make you arrogant and proud of your achievements because above us there are many other people who are more powerful. This is where the need to appreciate the achievements of others in addition to the achievements of each of us individually. The indicators that can be used as the basis for measuring appreciation for achievement can be described as follows:

- Hang ideals as high as possible.
- Make plans to pursue the desired goals.
- Work hard to achieve great achievements.
- Be grateful for the achievements achieved by contributing to the benefit of the nation, state and religion.
- Give appreciation to the achievements of others.

### **13. Friendly/Communicative**

What is meant by friendship is an act that shows a sense of pleasure in talking, associating, and cooperating with other people. The presence of other people needs to be appreciated, because they may come to bring goodness to our lives. Friendly people always show a great desire to greet each other in a polite and sometimes humorous language if they get to know each other better. Interpersonal relationships are always built, including giving sympathy and empathy to everyone who knows him. Likewise, in terms of working together and building partnerships, for those who are friends so quickly get attention and response. Even those who have a friendly character have the ability to understand

the thoughts, attitudes, and behavior of others. That is why, they are very liked because they always show a peaceful attitude, can feel what other people feel, can understand the intentions and motivations of everyone, and can give the right response to provide comfort in associating with other people. A friendly and communicative character is a character that can lead a person to build good relations among others regardless of ethnic background, race, religion from the region, or other primordial backgrounds. Thus, students are expected to have a friendly character, the characteristics of which are as follows:

- Enjoys learning together with other people.
- The more you interact with other people, the happier and more motivated you will be to learn.
- Shows remarkable progress when learning through a cooperative and collaborative approach
- Organizing is the best way to self-actualize,
- Engage in various activities that involve other people.
- Having concern in various issues and social issues.

Friendly character can be developed by creating a comfortable social atmosphere, inviting situations, and an interesting environment. In addition, various activities that involve several people or groups are needed to help each other and work together in completing the tasks given. Friendly character can also be developed through discussion forums by solving various actual problems in society.

#### **14. Peaceful Love**

Peace of life is the hope of everyone in the world. In Indonesia, the founders of this nation have proclaimed eternal peace and social justice as stated in the Preamble to the Constitution of the Republic of Indonesia which reads: promote public welfare, educate the nation's life, and participate in carrying out world order. Peace is the occurrence of harmony characterized by a lack of violence, conflicting behavior and freedom from fear of violence. Peace is generally understood as the absence of hostility and revenge. Peace also denotes a sincere endeavor for reconciliation, the existence of a healthy life, or good interpersonal relations or stable international relations, prosperity in terms of social and economic welfare, the establishment of equality, and a political working order that serves the true interests of all people (Wikipedia, 2014: I).

Almost the same as the meaning of peace above, Rachman, et al. (2011: p.17) says that the essence of peace is non-violence in solving problems and always prioritizing dialogue and respect for others, so in an atmosphere of learning activities in the classroom or outside the classroom an educator also avoids violence in dealing with student dynamics. Therefore, students who love peace are those who avoid conflict, are non-violent, and promote harmony, tolerance, mutual respect, and equal relations between individuals and communities. Thus, what is meant by love of peace are attitudes, words, and actions that cause other people to feel happy and secure in their presence. Peace-loving students have the following characteristics:

- Have a positive view of oneself and others.
- Say soothing words that make the other person feel comfortable and at ease.
- Controlling oneself not to take provocative actions, inciting, or triggering open conflict.
- Upholding the values of togetherness and the principle of "togetherness is strength" or the principle of helping each other, respecting each other in matters of goodness.
- Avoiding ridicule, insults, and even insults from other parties even though there are actions taken by other people.

### **15. Likes to Read**

In the Muslim tradition, reading is not just a cognitive activity to seek and find out information, but is also an order (iqra') that started the presence of the holy book Al-Qur'an. This commandment has such a deep meaning because it is coupled with the word Rabbika (your Lord) whose basic meaning is the same as the word tarbiyah which means education. That is, whoever carries out reading activities there must be an education in it that leads humans to reach a high (noble) degree. The command to do iqra' becomes even clearer when it is connected with the next word, khalaq, which means to create. If the three words are combined, then the commandment means: "Increase reading activities so that the educational process occurs so that you can create something." That is, people who often read must be intelligent people who have a high level of creativity.

In the Western tradition, reading and writing, or what is called literacy, are two words that give a long breath to the awakening of the quality of education that leads them to be able to create super-sophisticated technology today. Reading activities are the spirit of education, and therefore students must build a reading and writing tradition from an early age so that it becomes a tradition or routine character that fortifies every step of human activity. Reading is the initial foundation for educating human life and developing attitudes and behavior, mental and spiritual. Without reading activities, it is impossible for the quality of human resources to be created, the character of students to be awakened, and behavior to be directed. Thus, what is meant by fond of reading is the habit of taking time to read various readings that provide virtue for him.

Unfortunately, along with advances in technology digitalization that brings video games, chat technology, and SMS, children's interest in reading is very low. Even education in the household is in danger of being taken over by technology that provides violent games such as war, fighting, and hostility. It must be admitted that there are positive impacts such as making children skilled and agile in overcoming threats that threaten, but the negative impacts of games presented through game technology cannot be avoided. Children become game maniacs, curious, and hallucinating so that it ends in activities that have spent so much time that have an impact on low interest in reading about learning materials that should be studied and studied more deeply. Therefore, educators are expected to be able to arouse students' passion and interest in reading with the following steps:

Choosing a reading topic that attracts students' attention, such as reading biographies, comics, or readings that can develop the character values of students.

- Give reading and writing assignments by taking into account the duration of time, the number of assignments from other educators, and the number of subjects/lectures with different assignments.
- For teachers at the kindergarten and elementary school levels who do not know how to read texts, they should prepare pictures or audio books that can be heard and understood by students.
- Provide feedback (feedback) on the results of reading and writing done by students.
- Discuss the results of reading in the classroom by inviting the active participation of other students to provide feedback and share information obtained from similar references.
- Making evaluation materials continuously so that reading activities have a positive impact on the scores obtained by participants.
- If possible do a reading competition by giving prizes that attract the attention of students.

## **16. Care for the Environment**

In the study of biology and ecology, the environment is defined as all natural materials and living things, including sunlight. Emil Salim in Rama (2012: p.6) interprets the environment as all objects, conditions, circumstances, and

influences contained in the room we occupy and affect living things including human life.

This definition looks at the environment from two main perspectives, namely the living environment and the object (inanimate) environment. According to Law no. 23 of 1997 concerning the environment that what is meant by the environment is the unity of space with all objects, forces, conditions, and living things, including humans and their behavior, which affect the continuity of life and the welfare of humans and other living creatures.

Caring for the environment here is understood as attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair the natural damage that has already occurred. Students who care about the surrounding natural environment will definitely feel comfortable if the surrounding environment is clean, beautiful, and neat. They are friendly with nature, not destroying and exploiting it. Loving the environment means preserving the function of the environment which includes policies for structuring, utilizing, developing, maintaining, recovering, monitoring, and controlling the environment. Caring for the environment is an exemplary attitude that aims to create harmony, harmony and balance between humans and the environment, create environmental people who have attitudes and actions to protect and foster the environment, realize the wise use of natural resources, protect the Unitary State of the Republic of Indonesia on the impact of businesses and/or activities outside the territory of the state that cause environmental pollution and/or destruction. Therefore,

students are expected to be actively involved in environmental management in accordance with applicable laws and regulations such as:

- Maintaining the preservation of environmental functions as well as preventing and overcoming pollution and destruction.
- Provide true and accurate information regarding environmental management,
- Pioneering the importance of keeping the environment clean and improving ecosystems that have already been polluted. Provide ingenious solutions to develop a comfortable, clean, beautiful and tidy environment.
- Maintain and inform the need to preserve the school, household and community environment by using simple flora and fauna.

## **17. Social Care**

We realize that no one can live without the presence of the other party. Wealth, high rank and class, are not a guarantee to be successful in social life. Even high intellectual abilities are very difficult to adapt to society if they do not have high social awareness. That is why in the language of religion the term faith is always accompanied by the word charity shaleh, which means the obligation to hone the divine dimension, faith, must be followed by an obligation to sharpen the social dimension, namely to do good to others even though at the same time other people have not been able to do so. good to us. What is meant by social care are attitudes and actions that always want to help other people and communities in need. It must be admitted that without caring feelings it is impossible to develop a sense of community, as well as without empathy, there will be no feeling of



belonging to a community. Therefore, Mork (in Yaumi, 2013: 130) says that every time building an attitude of social care it is always associated with four important elements, namely: (1) reading social cues; (2) provide empathy; (3) controlling emotions; (4) express emotions in their place. First, social cues include attempts to understand nonverbal communication, attitudes, and behavior of others

when interacting, and the culture or tradition adopted. Social cues are important for building good relationships with others. Inability to understand social cues can lead to

hinder the harmonious interaction that is built between one another. Second, giving empathy at least puts ourselves and our views on the perspective of others, if it allows us to feel what other people feel. Empathy also means sharing feelings of distress, pain, happiness, and pride with others who are given these feelings. The pinnacle of empathy is providing help and solutions to other people who are having difficulties so that person is able to get out of the crush of the problems at hand. Third, control emotions when dealing with things that create tension with other people. Participate in reducing emotions that may harm the other party due to differences of opinion so as not to disturb our caring attitude towards that person. Fourth, expressing emotions in their place, which means when to express compassion, affection, give smiles, and praise to others. Social care also leads to full involvement in activities that bring about the common good and prevent danger and calamity from occurring in society.

Students who have social concern, show an attitude of deep concern for the calamities experienced by others, maintain kindness given to anyone in need, and have a compassionate soul for everyone. To build the character of social care, a joint effort is needed in shaping the personality of students. Those who have a caring character have the following characteristics:

- Shows deep concern for those who are suffering.
- Do not give rude and cruel attitudes and behavior to everyone.
- Can feel what other people feel and respond positively to those feelings.

### **18. Responsibility**

In simple terms, what is meant by responsibility is an obligation to perform or complete a task (assigned by a person, or created by one's own promises or circumstances) that one must fulfill, and which has punitive consequences for failure. Rachman, et al. (2012: p.71) wrote some general understanding of responsibility, as follows:

- a. Responsibility is doing the assigned task.
- b. Responsibility is taking care of something.
- c. Responsibility is helping others when they need help.
- d. Responsibility is justice.
- e. Responsibility is to help make the world a better place.

In addition to those mentioned above, responsibility can also be interpreted by practicing the commands of God Almighty. Responsible people have the character of doing their best and not blaming others when they make mistakes. Thus, what

is meant by responsibility is the attitude and behavior of a person to carry out his duties and obligations, which he should do, towards himself, society, the environment (alarm, social and culture), and the Almighty. a person who has the following character responsibilities:

- always looking for tasks and jobs that need to be completed immediately.
- Complete tasks without being asked or asked to do them.
- Understand and accept the consequences of every action taken.
- Think before you act.
- Doing the best work possible with maximum results.
- Clean or tidy up everything that is used after use even without anyone else seeing it.
- Always try to do your best.
- Keep doing and don't stop before you finish.
- Sincere to act for reasons of devotion to God Almighty.

## **B. Discussion**

No	Character Values	Description
1	Religiosity	Attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other religions.
2	Honesty	Behavior based on an attempt to make himself as one who can always be trusted in words, actions, and employment.
3	Tolerance	Attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
4	Disciplines	Actions indicating orderly and obedient behavior on

		various rules and regulations.
5	Perseverance	Behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible.
6	Creativity	Thinking and doing something to generate new method or result of something that has been owned.
7	Independence	Attitudes and behaviors that are not easy to depend on others to complete tasks.
8	Democracy	Way of thinking, behaving, acting, which assesses the same rights and obligations of himself and others.
9	Curiosity	Attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard.
10	Nationalism	Way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group.
11	Patriotism	Ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation
12	Appreciation	Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success.
13	Friendliness/ Communication	Actions showed pleasure in speaking, associate and cooperate with others.
14	Love of Peace	Attitudes, words, and actions that make other people feel happy and safe over the presence of him.
15	Reading Interest	Habits to take time to read the various readings that give him the benefit.
16	Environmental/ Awareness	Attitudes and actions which seek to prevent damage to the surrounding natural environment and develop efforts to repair the environmental damage that has occurred.
17	Social care	Attitudes and actions that always want to help other people and communities in need.
18	Responsibility	Attitudes and behavior of a person to carry out the duties and obligations he should do to himself, society, environment (natural, social, and cultural), the nation, and the Almighty God.

(Adapted from the Ministry of National Education, Training Materials for Strengthening Learning Methodology Based on Cultural Values to Shaping National Competitiveness and Character: Development of National Culture and Character Education, 2010, pp. 9-10)